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ABSTRACT

Both the motivation for and attitudes of adult Argentine students studying English as a foreign language (EFL) are investigated. A questionnaire was administered to 114 adult students attending EFL classes at beginning, intermediate, and advanced levels at the Instituto Cultural Argentino Norteamericano (ICANA) in Buenos Aires. The findings suggest that Argentine students for the most part were oriented toward studying EFL, but that male students were more driven by instrumental purposes and female respondents were more interested in learning English for social and economic purposes. It was also found that, while Argentine people received higher ratings on personal traits related to appearance and affability, native speakers of English received higher ratings for traits that can be associated with economic success. It is suggested that this study may help Argentine teachers develop an improved understanding of their students' actual motivation for studying EFL and of the students' attitudes toward native speakers of English. The questionnaire is appended, along with more than 75 pages of tabulated responses. Contains 49 references. (LB)

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Motivation and Attitudes of Students of English as a Foreign
Language At ICANA in Buenos Aires, Argentina

A Thesis

Presented to

The Faculty of the School of Education
California State University, Los Angeles

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Lia Diana Kamhi Stein

July 1991

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ABSTRACT

This thesis investigated 1) the motivation for studying the English language of adult Argentine students of English as a foreign language (EFL), and 2) the attitudes of adult Argentine students of EFL toward the people in their own culture as opposed to speakers of English who live in English-speaking countries.

For the purposes of the present study, a questionnaire was administered to 114 adult students attending EFL classes at beginning, intermediate, and advanced levels at the Instituto Cultural Argentino Norteamericano (ICANA) in Buenos Aires, Argentina. Results of a rational analysis of the responses to the questionnaire revealed that Argentine students were, for the most part, instrumentally oriented to studying EFL. Yet, it appeared that while male respondents seemed to be more interested in learning the English language for instrumental purposes, female respondents seemed to be more interested in learning English for both social and economic purposes.

Furthermore, regarding the EFL students' attitudes, it was found that, while Argentine people received higher ratings on personal traits related to appearance and affability, native speakers of English received higher ratings for traits which can be associated with economic success.

As a consequence of this study, Argentine teachers may be able to develop an improved understanding of their students' actual motivation for studying EFL and of the students' attitudes toward native speakers of English. Finally, this investigation should assist EFL teachers when making decisions regarding curricula development and classroom materials preparation.

TABLE OF CONTENTS

Chapter	Page
1. Introduction.....	1
Background.....	1
The Problem.....	3
Purpose of the Study.....	4
Definition of Terms.....	4
Assumptions and Limitations.....	7
Scope of the Study and Significance.....	11
2. Review of the Literature.....	13
The Role of Attitudes and Motivation in Foreign and Second Language Study.....	13
Measures Used to Assess Attitudes and Motivation.....	27
A Description of the Population Investigated in the Present Research.....	31
3. Methodology	34
Research Design.....	34
Subjects and Data Collection.....	34
Questionnaire Design and Analysis.....	36
Research Questions.....	41
Data Analysis	43

Chapter	Page
4. Results.....	47
Demographic Information.....	47
Analysis of the Questionnaire.....	50
Part 1.....	50
Analysis of the Statements Showing an Instrumental Orientation.....	51
Analysis of the Statements Showing an Integrative Orientation.....	60
Part 2, A and B.....	64
5. Discussion.....	82
6. Conclusion.....	100
Limitations of Present Research.....	100
Conclusions Based on the Findings.....	102
Suggestions for Future Research.....	105
References.....	109
Appendices.....	114

APPENDICES

A.	Language Study Survey.....	114
B.	Encuesta.....	115
C.	Final Questionnaire in English.....	116
D.	Final Questionnaire in Spanish.....	123
E.	Demographic Information Concerning the Three Motivation Orientation Groups.....	129
F.	Responses of Males and Females in the Instrumental Group and the Instrumental- integrative Group to the Instrumental Statements in Part 1 of the Questionnaire.....	130
G.	Responses of Males and Females in the Instrumental Group and the Instrumental- integrative Group to the Integrative Statements in Part 1 of the Questionnaire.....	141
H.	Responses of Males and Females in the Instrumental Group and the Instrumental-integrative Group in Relation to the Attributes for Argentine People and Native Speakers of English Included in Part 2 of the Questionnaire.....	147
I.	Summary Means of the 17 Reasons for Studying EFL in Relation to How Male and Female Respondents in the Instrumental Group and in the Instrumental-integrative Group Answered Part 1 of the Questionnaire.....	191

J.	Means and Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation See Argentine People and Native Speakers of English.....	194
K.	Means and Standard Deviations of Attributes in Relation to How the 32 Respondents Characterized as Having Instrumental-integrative Motivation See Argentine People and Native Speakers of English.....	195
L.	Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental Motivation See Argentine People.....	196
M.	Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental Motivation See Native Speakers of English.....	197
N.	Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental-integrative Motivation See Argentine People.....	198
O.	Means and Standard Deviation of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental-integrative Motivation See Native Speakers of English.....	199
P.	Means and Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation, Divided into Three Age Groups, See Argentine People.....	200

- Q. Means and Standard Deviations of Attributes
in Relation to How the 50 Respondents
Characterized as Having Instrumental
Motivation, Divided into Three Age
Groups, See Native Speakers of
English.....201
- R. Means and Standard Deviations of Attributes
in Relation to How the 32 Respondents
Characterized as Having
Instrumental-integrative Motivation,
Divided into Three Age Groups,
See Argentine People.....202
- S. Means and Standard Deviations of
Attributes in Relation to How the
32 Respondents Characterized as Having
Instrumental-integrative Motivation,
Divided into Three Age Groups, See
Native Speakers of English.....203

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CHAPTER 1

Introduction

Background

Learning a foreign language is a cultural experience. Students in the interactive classroom are expected to acquire the target language and at the same time they are required to incorporate cultural values which belong to other countries and use them in communicative situations. In this way, students learn not only the language but also values with which it is associated.

What are the reasons why some students succeed and others fail in their efforts to become proficient in the foreign language acquisition and learning processes? Snow and Shapira (1985) report on three explanations which have been offered to answer this question. The first one, provided by Carroll and Sapon (1959), hypothesizes that those students with high language aptitude are good language learners. However, Snow and Shapira explain that not all learners with high language aptitude are good language learners.

Another explanation for differences in foreign language proficiency is the idea that proficiency depends on

classroom methods and techniques. However, even when students are exposed to methods that give importance to the student as the center of the language acquisition process, in a non-threatening environment, there are language learners who do not achieve proficiency in a foreign language.

The third explanation suggested is the motivation and attitudes of language learners. More motivated students are expected to work harder and learn more than those students who do not have high levels of motivation. According to Dulay and Burt (1977), attitudinal variables may affect the language acquisition process to the extent that they act as filters of second language input.

Furthermore, attitudes toward the target language and culture seem to have a very important effect on students' motivation. According to Gardner and Lambert (1972), "the learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, in learning the new language" (p. 3).

The purpose of this research study was to investigate a specific population, Argentine students of English as a foreign language (EFL) in Buenos Aires, Argentina, in terms

of their motivation for studying EFL and their attitudes toward Argentine people as opposed to speakers of English as a native language who live in English-speaking countries.

The Problem

Several studies have been conducted concerning the role of motivation, attitudes, and achievement in a second language or a foreign language context. Many of these studies have been replications of Gardner and Lambert's (1972) seminal research in Canada. As far as I know, no attempt has been made to investigate the motivation of Argentine students of EFL for studying the English language and the attitudes of EFL students in Argentina toward people in their own culture and people in the target culture.

When asked about their students' motivation for studying EFL, Argentine teachers of English hypothesize that their students are successful learners because they like the English language or the people who are native speakers of English. This writer anticipated that conducting a study in the Argentine setting might help Argentine teachers develop an improved understanding of their students' actual motivation for studying EFL and their attitudes toward their own culture and the target culture. Therefore, the results

of this study may be of use to Argentine teachers of English when they want to make informed decisions regarding curricula development and classroom materials based on their students' needs assessment.

Purpose of the Study

The primary questions which this study investigated were two: What kind of motivation do Argentine students of EFL in Buenos Aires, Argentina have for studying the English language? What are the attitudes of students of EFL toward the people who speak English as a native language and live in English-speaking countries as opposed to the attitudes of Argentine students of EFL toward the people in their own culture? Chapter 3 includes specific research questions which this study investigated.

Definition of Terms

Several terms which require definition are listed below:

English as a Foreign Language (EFL)- In a foreign language setting, English is not the dominant language in the community where it is being taught. Students, outside

the classroom setting, do not have the opportunity of being immersed in the target language.

English as a Second Language (ESL)- As Richard-Amato (1988) explains, in the second language setting, "English is the dominant language in the area where it is being taught" (p. 179). Outside the classroom, students are surrounded by the target language in the community.

Instrumental Motivation- A desire to study the language for practical purposes like reading technical literature or having better job opportunities. According to Gardner and Lambert (1972), "the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation" (p. 3).

Integrative Motivation- A desire to study the language to be part of the target language community. According to Gardner and Lambert (1972), "the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group" (p. 3).

Assimilative Motivation- According to Graham (1984), it is the desire to become an indistinguishable member of

the target language community. Assimilative motivation is very strong in childhood years, and it requires direct contact with the target language community.

Likert-type scale- An ordinal scale used in questionnaires or surveys. The respondent gives an answer which ranges from one extreme of the scale to its opposite. For example, in one of the Likert-type scales used for the purposes of this study, the choices range from (0) not applicable, (1) not important, (2) slightly important, (3) moderately important, (3) highly important.

The Chi-square test- The chi-square test is used to estimate the likelihood that some factor other than chance accounts for the apparent relationship. According to Best and Kahn (1989), "a significant chi-square finding indicates that the variables probably do not exhibit the quality of independence, that they tend to be systematically related, and that the relationship transcends pure chance or sampling error" (p. 300).

t-Ratio- A test used to compare the performance of one group with that of another group when one of the groups or both of them are represented by a sample of 30 or less individuals.

Stratified Random Sample- The population is divided into smaller homogeneous groups to get a more accurate representation. Then, within each homogeneous group, a random selection is used.

Assumptions and Limitations

Because the subjects investigated were students at the Instituto Cultural Argentino Norteamericano (ICANA), it was assumed that they would have strong attitudes toward native speakers of English. It was also hypothesized that the students at ICANA would have strong motivation for studying the variety of English used in the United States as opposed to the variety of English used in Great Britain.

Furthermore, since many future immigrants to the United States usually study English at ICANA, it was assumed that the students' attitudes toward the target language and culture would be very positive.

In contrast to the above, it was expected that for those EFL students who were not planning to come to live in the United States, social distance, in the sense of lack of contact with native speakers of English, would constitute an important limitation for the development of attitudes toward native speakers of English. This was supported by the

fact that, when answering the questionnaires, a considerable number of EFL students indicated they had no attitudes toward native speakers of English because they had never met any.

Moreover, since the questionnaires were answered in class, some of the students indicated that they felt the researcher was intruding in their lives. In addition, a small number of respondents showed negative attitudes toward the questionnaire because in their opinion the survey instrument asked for "superficial" generalizations.

It is important to note that the lack of empirical validity and reliability of self-reported attitude in questionnaires represented a limitation in the present study. Oller and Perkins (1978a) name three sources of variance which may affect the reliability and validity of self-report attitude measures. The three sources are the approval motive, self-flattery, and response set.

In the case of the approval motive, respondents may answer the questionnaire by using what they feel to be socially acceptable responses. Self-flattery, which according to Oller and Perkins (1978a) is a special kind of approval motive, occurs when the respondent's views are influenced by what traits are desirable or undesirable.

Response set can be explained by the tendency to be consistent in the responses given. However, for this consistency to occur, the questionnaire respondent has to understand the questions posed in the survey instrument. And this represents another limitation in all research studies concerning attitudes including this one in particular.

Since the survey instrument was administered in two language versions, English and Spanish, those students who answered the questionnaire in English were assumed to understand the questions in English and to be consistent in their responses. Therefore, in this case, the attitudinal questionnaire also became a proficiency measure. Instead, those students who answered the questionnaire in Spanish, as Oller and Perkins (1978b) indicate, had to use their verbal intelligence in order to give the "right" responses. For these students, the test may have become a measure of intelligence instead of proficiency.

A further limitation of this study may have been the subjectivity in the interpretation of the different questions on the part of the researcher. For example, while Lukmani (1972) interpreted "travel abroad" as an instrumental orientation, Burstall, Jamieson, Jamieson,

Cohen, and Hargreaves (1974) interpreted the same reason as integrative. As Oller and Perkins (1978b) explain, very often, either interpretation may fit. For example, does "a desire to socialize with English-speaking colleagues and professionals" respond to an integrative orientation? Or does it respond to an instrumental orientation? Although the interpretation of the questions included in the instrument depended on each of the respondents, ultimately it was the researcher who had to "reinterpret" the questions in order to classify them into instrumental or integrative.

The fact that ICANA was the only institution where the investigation was conducted constituted a further limitation because the values reflected are only those of the students who come from the middle and upper social classes. In addition, the physical distance between this investigator and the institution where the data collection was done posed a difficulty in the sense that this investigator was not able to determine which classes would receive the questionnaire. Therefore, for the purposes of the present study, instead of administering the research instrument to a stratified random sample, this investigator decided to have

teachers volunteer to administer the questionnaire in their classes.

It was assumed that the results of this research study would be applicable not only to Buenos Aires but also to the rest of the Argentine provinces where American English is studied at institutions similar to ICANA. Furthermore, although further investigation would be necessary, the results of this investigation may be, to some extent, indicative of other Spanish-speaking groups who study the English language at institutions similar to ICANA in other Latin American countries.

Scope of the Study and Significance

The target population of this research study was adult students of English as a foreign language receiving classes at the beginning, intermediate, and advanced levels at the Instituto Cultural Argentino Norteamericano (ICANA), in Buenos Aires Argentina.

Although further research would be necessary in order to generalize the results of this study, the conclusions of this investigation could be applicable to other Spanish-speaking groups studying English as a foreign language at

institutions similar to ICANA in other Latin American countries.

This study, which was not specifically intended to serve as a tool for needs assessment, is still expected to assist teachers in determining general objectives regarding curricula development and classroom materials preparation for adult students of EFL in Buenos Aires, Argentina.

Most importantly, this study aimed to provide insights in the development and nature of 1) attitudes of adult Argentine students of EFL toward the Argentine people as opposed to native speakers of English who live in English-speaking countries; and, 2) the motivations that Argentine students of EFL have for studying the target language.

Therefore, the results of this investigation will allow Argentine teachers to avoid making uninformed hypotheses regarding their students' attitudes toward Argentine people as opposed to native speakers of English who live in English-speaking countries. Finally, the conclusions of this study will provide teachers with an in-depth understanding of the motivations that Argentine students of EFL have for studying the English language.

CHAPTER 2

Review of the Literature

Three areas of the literature were analyzed in the development of this research study. They are as follows:

- 1) the role of attitudes and motivation in foreign and second language study.
- 2) measures used to assess attitudes and motivation; and,
- 3) a description of the population investigated in the present research.

The Role of Attitudes and Motivation in Foreign and Second Language Study

According to Gardner and Lambert (1972) "the learner's ethnocentric tendencies and his attitudes toward the members of the other group are believed to determine how successful he will be, relatively, in learning the new language" (p. 3). Furthermore, the student's attitude toward the target culture and the learning situation appear to be fundamental in the development of the student's motivation. Gardner and Lambert (1972) define two types of motivation, integrative and instrumental.

The notion of an integrative motive implies that success in mastering a second language depends on a particular orientation on the part of the learner, reflecting a willingness or a desire to be like representative members of the "other" language community, and to become associated, at least vicariously, with that other community (Gardner and Lambert, 1972, p. 14).

In the context of integrative motivation, acquiring a language implies acquiring the language and social habits which are characteristic of another linguistic community. The students' positive orientation toward another culture will facilitate second language acquisition to the extent that they will be able to incorporate language habits and customs into their repertoire. In the case of instrumental motivation, the second language learner wants to use the target language as an instrument for personal fulfillment or advancement.

An instrumental orientation toward the language-learning task is characterized by a desire to gain social recognition or economic advantages through knowledge of a foreign language. The perspective in this instance is more self-oriented in the sense that a person prepares to learn a new code in order to derive benefits of a noninterpersonal sort (Gardner and Lambert, 1972, p. 14).

Furthermore, it is important to note that the literature includes a third type of motivation known as "assimilative."

Assimilative motivation appears to be: (1) an essential part of normal language acquisition and, like the capacity for language acquisition itself, a consequence of species membership, (2) largely a peer-group phenomenon, (3) the primary impetus for developing native-like speech in a second language, (4) strongest during infancy and childhood, gradually becoming weaker through adolescence and into adulthood, and (5) capable of being disrupted even during childhood by certain external social forces (Graham, 1984, p. 77).

As Graham indicates, assimilative motivation appears to be present in childhood years and when the student is immersed in the second language culture. Since this kind of motivation cannot be found in the context of an English as a foreign language setting, this researcher did not further investigate the development and implications of assimilative motivation.

In their first studies, Gardner and Lambert (1959), and Gardner (1960) investigated English-speaking high school students who were taking French lessons in Montreal in terms of language-learning aptitude, verbal intelligence, attitude toward the French community and intensity of motivation to study French. Gardner and Lambert found that the linguistically gifted and intelligent students of the French language were more likely to have integrative motivation. Therefore, they were more successful second-language learners than those students with instrumental motivation. Moreover, Gardner (1960) found that those students with

integrative motivation to study French, had parents who also had an integrative orientation toward the French community. In this respect, Gardner (1960) concluded that the students' integrative orientation depended on the family's attitude.

Related to the topic of the previous study, Gardner and Feenstra (1968) investigated parental influence on students of French in Ontario. As a result of their research, Gardner and Feenstra were able to confirm the results of Gardner's previous study. Furthermore, Gardner and Feenstra concluded that those parents with more positive attitudes toward the French language and community encouraged their children to learn French more than those parents who did not have positive attitudes toward the French language and community.

Anisfeld and Lambert (1961) analyzed the motivation of Jewish high school students who were taking classes of Hebrew in Montreal. The investigators found that although linguistic aptitude and intelligence were good predictors of success in second language acquisition, the desire for acculturation into the Jewish tradition and culture was an important predictor of progress in Hebrew.

After the series of studies described above, Gardner and Lambert (1972) decided to extend their research to a

non-Canadian setting to test the generalizability of their ideas about motivation, attitudes, and the language learning process. For this purpose, they conducted a series of studies in Louisiana, Maine and Connecticut. The researchers chose Louisiana because it is known to have a French subculture, and Maine because it presents an active French subculture. The third state, Connecticut, was chosen as a reference for foreign language learning, and as an example of a more "typical American region."

In Louisiana and Maine, Gardner and Lambert (1972) investigated the attitudes and motivation of American high school students toward the French language and people. In both cases, they found that grades depended on the students' motivation to learn the language. In fact, those students with an unprejudiced attitude toward the French culture were found to do well in the French language. Parents in Louisiana seemed to encourage their children to learn French for instrumental reasons. However, unlike the Louisiana setting, where parental attitudes played an important role in motivating students, in Maine, motivation apparently seemed to stem from a positive view of the French teacher and a sensitivity for the feeling of others. Furthermore,

in Maine, an instrumental orientation originated in those homes where parents shared many French friends.

As I have already indicated, Connecticut did not constitute a bicultural setting like Maine and Louisiana. Students in the community had different cultural backgrounds without one particular strong cultural influence. In this case, Gardner and Lambert (1972) found that students had an integrative orientation toward the French culture and people. In fact, students showed a strong desire to adopt French ways of thinking and behavior in the course of the language development process. In this study, Gardner and Lambert noted that those students whose French achievement was above average felt pleasure in studying French, thus their positive attitudes toward the French community became stronger. In like manner, their motivation and desire to learn became stronger.

The Connecticut study also showed how important the extracurricular contact with the French language is, in order to improve student achievement. Moreover, those students whose mothers were skilled in French showed advantage in certain forms of achievement. Gardner and Lambert (1972) concluded that the strong motivation to learn French that the students in Connecticut presented,

derived from the "student's integrative orientation toward the study of the language as well as a realization of the potential usefulness of the language" (p. 56).

Gardner and Lambert (1972) conducted another important study in the Phillipines. In this case, the researchers switched from the study of French to the study of English which, according to Tucker (1968), is the most prestigious language in the Phillipines. The subjects in this study were high school students who had had approximately six years of formal training in English. Additionally, English had been the means of instruction since third grade. In this study, Gardner and Lambert concluded that those students who were instrumentally motivated and received support in their homes succeeded in English language development more than those students who were not instrumentally oriented. However, those students who identified with the foreign language culture and language seemed to be in a position of advantage in the language acquisition process. Finally, and most important, Gardner and Lambert concluded that in the foreign language setting, teachers and administrators should try to help students develop an integrative orientation toward the foreign language and culture whereas, in the second language

setting, it is of fundamental importance to help students develop both an instrumental and an integrative orientation.

Spolsky (1969) conducted a study designed to investigate the relationship between integrative motivation and the level of proficiency achieved by foreign students in the United States. Spolsky reaffirmed the hypothesis that the student's attitude "will have a great effect on how well he learns" (p. 281).

Oller, Hudson, and Liu (1977) investigated the orientation of Chinese graduate students in the United States toward Americans, English as a second language, and the relationship between attitude and English proficiency. In their study, Oller et al., agreed with Spolsky in the sense that those students who were apparently more integratively motivated performed better than those students who were less integratively motivated. In a similar study about Mexican-American women in Albuquerque, Oller, Baca, and Vigil (1977) concluded that in the English-as-a-second-language-setting, the relationship between attitudes and attained proficiency was very strong. Yet, in an investigation of the attitudes and motivation of Japanese students of English as a foreign language, Chihara and Oller

(1987) observed that the relationship between attitudes and attained proficiency was much weaker.

Similarly, Strong (1984) examined the relationship between integrative motivation and acquired second language proficiency among Spanish-speaking kindergarteners in an American classroom. In this study, Strong found that there was no relationship between integrative motivation and attained proficiency. Furthermore, those Spanish-speaking children who chose to play with Anglo children did not show measurable advantages in their second language development. An important conclusion of this study was the idea that, although Strong did not want to challenge the validity of Gardner and Lambert's hypothesis that integrative attitudes foster higher levels of proficiency in the second language, he indicated that "integrative motivation does not play the same role in the second language learning of young children that it might for adults" (p. 11).

In another study that compared the attitudes and motivation of children enrolled in three different programs in Canada, early immersion, late immersion and French as a second language, Tucker, Hamayan, and Genesee (1976) concluded that, regardless of the program in which they were enrolled, highly motivated students with positive attitudes

performed better in all four skills in French than those students who did not share the same characteristics.

Schumann(1976) noted that although the effects of motivation and aptitude as variables on second language proficiency have been studied, little has been done about social factors that might also affect second language learning. He argued that

"social distance and hence a bad language learning situation will exist where the second language group is either dominant or subordinate, where both groups desire preservation and high enclosure for the second language group, where the second language group intends to remain in the target language area only for a short time" (p. 135).

Related to the hypothesis of cultural distance, Svanes (1987, 1988) investigated the relationship between attitudes, second language proficiency and "cultural distance" (p. 358) of foreign students enrolled in "Norwegian for foreign students" classes. Svanes hypothesized that, although students in a foreign country should have a critical attitude toward the host country, they should not have a hostile attitude toward the host people and culture. In his research, Svanes noticed that European and American students were more integratively motivated than Middle Eastern, African and Asian students, who were more instrumentally motivated. However, Svanes

found no positive correlation between integrative motivation and grades. Instead, he found that in the context of the university students he investigated, "cultural distance" was the best predictor of second language proficiency.

Ramage (1990) investigated the predictive ability of motivational and attitudinal variables in the continuation of the study of Spanish and French as foreign languages among high school students. Ramage concluded that motivation and attitudes combined with grade level and course grade "successfully discriminate between continuing and discontinuing students" (p. 189). Continuing students were characterized as having strong interest in the foreign language culture and in learning the four language skills. Discontinuing students showed interest in "fulfilling a college entrance requirement" (p. 189). According to Ramage what distinguishes continuing students from discontinuing students is the intrinsic motivation for language study in the former group.

In a study where Lucero (1988) investigated the relationship among morale, global attitude, foreign language proficiency, and teachers' backgrounds in the Department of Defense schools, she concluded that while "concern best predicted language proficiency, speaking ability best

predicted global attitude" (p. 8). In fact, Lucero found that those teachers with the most degrees, longest residence abroad and highest ages showed higher global attitude scores.

In a very controversial study, Lukmani (1972) investigated the English proficiency and the nature of motivation of Marathi-speaking high school children. She concluded that Marathi-speaking students were more highly motivated to learn English for instrumental reasons rather than for integrative reasons. Furthermore, the students' proficiency in English was related to instrumental and not to integrative motivation, and instrumental motivation scores correlated positively with English proficiency scores. According to Lukmani, this indicated that English proficiency was the result of a "desire to use English not as a means of entry into a reference group, but as a tool with which to understand and cope with the demands of modern life" (p. 271). Lukmani hypothesized that, in contrast to other studies, the Marathi people were part of a post-colonial society which, although it is struggling between tradition and modernity, the latter represented by English, it is still determined to establish its own identity. In fact, in the Marathi-speaking community, the reference

groups are of "indigenous origins" (p.271). Therefore, Lukmani (1972) concluded that, in this situation, the only healthy orientation toward the English language could only be instrumental.

An additional study related to the same topic, by Olshtain, Shohamy, Kemp, and Chatow (1990) investigated the role of motivation and attitudes on success in English as a foreign language of two different groups, a "regular" group and a socio-culturally disadvantaged group. Olshtain et al. determined that attitudes play a limited role in the overall success of foreign language learners. However, in the case of the disadvantaged group, motivation plays a "more important role in the teacher's perception of a student's ability " (p.39).

Basing his conclusions on the analysis of the components of motivation in foreign language learning, Dornyei (1990) found that in foreign language learning "instrumental motives significantly contribute to motivation" (p. 67). However, "affective factors like (1) interest in foreign languages, cultures, and people, (2) desire for new stimuli and challenges, and desire to broaden one's view and avoid provincialism," (p. 6) which, according to Dornyei have traditionally been considered part of

"integrative motivation," were found to contribute to motivation in foreign language learning.

Stam's (1983) investigation of the relationship between integrative motivation and standard English in Black dialect-speaking high school students, led him to conclude that standard English proficiency may not be related to integrative motivation. However, standard English proficiency showed a positive correlation with verbal achievement on the test administered for the purposes of the study and a negative correlation with attitudes toward resemblance between Blacks and Whites.

The results of another investigation concerning the study of Hebrew as a foreign language, which Kraemer and Zisenwine (1989) conducted in South Africa showed that attitudes toward learning a foreign language became less positive over time. According to Kraemer and Zisenwine, the reason for this change in attitude is the fact that a foreign language loses popularity when students do not find a practical purpose in studying it.

Gordon (1980) studied the relationship among measures of language learning aptitude, social attitudes, language learning motivation, and achievement in written English among Belizean students learning English as a second

language. An important finding of this study was the fact that language aptitude was a better predictor of achievement than were attitudes and motivation of Belizean students. Furthermore, Gordon concluded that "the more positive students' attitude were toward learning English, the more integrative the students' orientation tended to be, and the more positive the students attitudes tended to be toward groups of English-speaking peoples" (p. 26).

Measures Used to Assess Attitudes and Motivation

In the previous section, this investigator analyzed the different studies conducted in the field of motivation and attitudes in second language and foreign language learning. This portion of the review of the literature will discuss the instruments used in the aforementioned investigations.

In their seminal studies, Gardner and Lambert (1972) included a battery of tests composed of fifty instruments. After administering the complete battery, Gardner and Lambert relied on statistical procedure to determine which variable would be most helpful in analyzing the data.

In his investigation, Spolsky (1969) used an instrument which consisted of a direct questionnaire on which students had to rate the importance of different reasons for coming

to the United States. Furthermore, he developed an indirect questionnaire which included a list of adjectives. Students were asked to decide how well each adjective described them, the way they would like to be, the people in their culture, and the target culture. According to Spolsky, the reasons in the direct questionnaire were classified as integrative, whereas those in the indirect questionnaire were considered instrumental. Since more students answered positively to the indirect questionnaire than to the direct questionnaire, Spolsky hypothesized that the indirect questionnaire made students feel more uninhibited when responding to it.

Pierson, Fu, and Lee (1980) also used an indirect questionnaire to determine the attitudes of Chinese people toward Westerners. By comparing the ratings of Chinese people against the mean ratings that Chinese people gave to Westerners, it was possible to draw indirect conclusions regarding the students' attitudes and their motivations for studying English.

Oller and Perkins (1978a) hypothesized about the different reasons why the instruments used to measure motivation and attitudes may be unreliable. According to the two researchers, there are three sources of variance in the students' self-reported motivation. They are approval

motive, self-flattery, and response set. Approval motive occurs when the respondent guesses that the researcher will find one answer more appropriate than another, and consequently, gives "socially acceptable responses" (p. 125).

Similary, self-flattery occurs when the respondent is concerned with "looking good" in the eyes of the researcher. Finally, response set can be understood as the tendency to try to be consistent in the responses given. However, to be consistent in the answers given, the respondent has to understand the language used in the questionnaire. Therefore, if the instrument is written in the target language, besides measuring attitudes, the instrument in actuality becomes a language proficiency test.

Yet, another possible source for the lack of reliability in questionnaire construction is the interpretations that researchers give to direct questions. For example, while Lukmani (1972) interprets "travel abroad" as instrumental, Burstall, Jamieson, Cohen, and Hargreaves (1974) interpret it as integrative. Oller and Perkins (1978a) explain that "the correct interpretation depends on how the subject who is answering the questionnaire understands the question, and this probably varies a great

deal from subject to subject and from context to context" (p. 4).

Ramage (1990) and Ely (1986) propose another approach to questionnaire construction. They indicate that rather than imposing a preconceived instrument, they prefer to administer open-ended instruments which are later adapted for use in their final studies. However, Oller would not agree with this approach since according to him, the problem with most attitude measures is the fact that their reliability has never been assessed. In furtherance of this notion, Gardner and Smythe (1981) suggest that many researchers use instruments which are being administered for the first time and whose "psychometric properties are unknown or assessed as part of the study" (p.511). Therefore, when the results of the research are different from what was hypothesized, it is unclear if this is the result of an unreliable test or a null hypothesis. To avoid the possibility of administering an unreliable test, Gardner and Smythe (1981) propose the development of a set of both reliable and valid instruments.

A Description of the Population Investigated in the Present Research

Argentina was colonized by the Spanish during the sixteenth, seventeenth and eighteenth centuries. After independence in the last century, immigrants arrived from Italy and Spain in large numbers. However, in this century, substantial numbers also came from France, Poland, Russia, and Germany. The European influence on Argentina was felt to the extent that, in Osterling's (1985) words, "European names were widely distributed throughout the nation" (p. 103). Osterling further explains that the family origins of most of Argentina's political, military, and church leaders can be traced to the wave of European immigrants.

The orientation of Argentina toward Europe was especially influenced by the role of Great Britain in the Argentine economy. At the beginning of the twentieth century, the British built the railroads, introduced modern breeding techniques, and ran the international trading system. This British influence, combined with the large number of European immigrants, according to Robinson, "led to a general orientation toward Europe and a relative detachment from the Western Hemisphere affairs" (p. 259).

However, the relationship with Great Britain reached its lowest point during the Malvinas War in 1982.

Argentina is characterized by a large and heterogenous middle class which constitutes about forty per cent of the population. The middle class is composed of self-employed professionals, civil servants, white-collar private sector workers, owners of small-scale businesses and industries and managers of service and manufacturing firms. However, due to the crisis of the Argentine economy in the late 1980s, the strong middle class is decreasing in size and power.

According to Osterling (1985), "the Argentine educational system was among the best in the Western Hemisphere until the 1970s" (p. 109). The quality of education, research, and specialized journals were indicators of the high academic interest and achievement of Argentine professionals. In the twentieth century, five Argentine citizens, Carlos Saavedra Lamas, Adolfo Perez Esquivel, Bernardo Houssay, Luis Federico Leloir, and Cesar Milstein, were awarded Nobel prizes, the first two in Peace, and the last three in Medicine. Three writers, Jorge Luis Borges, Ernesto Sabato, and Adolfo Bioy Casares received the Cervantes Prize, considered the highest award in Spanish literature.

For the purposes of the present study, it is important to indicate that with the restoration of the democracy in 1983, the Argentine society became more open to participation in the decisions of the ruling governments. Whereas in the 70s and early 80s Argentine citizens would have felt reluctant to give their opinions to a "stranger," at present, the Argentine society feels free to participate and to share their ideas openly. It is for this reason that this investigator hypothesizes that the students who responded to the questionnaire administered for the purposes of the present research did not feel intimidated by the fact that their opinions were going to be investigated. Instead, the questionnaire respondents were interested in expressing their opinions, whether positive or negative, concerning not only their motivation orientation for studying EFL but also the questionnaire itself.

CHAPTER 3

Methodology

Research Design

The data upon which this study is based were collected by means of a questionnaire which was administered to beginning, intermediate and advanced students of EFL at ICANA during the Spring of 1991. Beginning EFL students were administered the questionnaire in Spanish.

Intermediate and advanced students of EFL were administered the questionnaire in English. Although this researcher recognizes that conducting the survey in Spanish would have eliminated language problems, Argentine students at higher levels of proficiency in English could have resisted doing an activity in Spanish in their EFL class.

Subjects and Data Collection

The subjects investigated in this study were adult beginning, intermediate, and advanced students of EFL at ICANA. Initially, this researcher expected to obtain a stratified random sampling of students from the three levels of proficiency. However, this was not accomplished for two reasons. First, the distance between this researcher and

the site where the survey was administered made it very difficult to select the classes to be investigated. Second, ICANA has a policy of asking teachers to volunteer for research projects, and imposing the administration of the questionnaires on the teachers would not have been in agreement with the institution's policy.

Those teachers who were willing to have their students interviewed for the purposes of this study were visited by ICANA's Assistant Director, Professor Mabel Gallo. Ms. Gallo explained to the students the objective of the study. Furthermore, it was indicated to the students that the survey was being conducted on a voluntary basis and their participation and their answers would be kept confidential. After this introduction, students completed the questionnaires. Although all the students in the classes selected for the study volunteered to complete the questionnaires, some of the students indicated to the administrator that it was difficult to describe native speakers of English because they had never met any.

The questionnaires were answered by a total of 114 students, 53 males and 61 females. Since 26 questionnaires were not usable because the students' responses did not show any tendencies, only 88 questionnaires were analyzed for the

purposes of the study. From the group of 88 questionnaires, 44 were male and the other 44 were female. The students' ages ranged between 18 and 65 years old. The respondents' professions were classified into three groups, university students, professionals, and other occupations. From this description, it was clear to this writer that the students interviewed could be considered representative, to a substantial degree, of the population that studies EFL at institutions similar to ICANA not only in Buenos Aires but in other Argentine cities and provinces.

Questionnaire Design and Analysis

Rather than imposing a preconceived instrument, this investigator decided to construct the final questionnaire based on a pilot study which used a more open-ended approach as suggested by Ely (1986) and Ramage (1990). In this way, this researcher would be able to elicit from the students motivational orientations which were valid for the population investigated and to combine those items with the questions suggested in the literature. Therefore, in the Winter of 1991 this researcher conducted a pilot study at ICANA. In a "Language Study Survey" adapted from Ely (1986), beginning, intermediate, and advanced students of

EFL indicated all the reasons for their studying and having studied EFL. The language survey was conducted in English and in Spanish and students were given the choice of deciding what language to use in completing the survey. A total of 106 "Language Study Surveys" were completed. Out of this total, 19 surveys were completed in English and 87 were completed in Spanish. The reasons which the students listed in the surveys were categorized and the transformed statements were included in Part 1 of the final instrument. Copies of the "Language Study Survey" in English and in Spanish can be found in Appendices A and B.

The final questionnaire was written in two language versions, English and Spanish. The instrument included demographic information questions and two distinct sections. The first section, called Part 1, contained 17 statements related to the students' motivation for studying EFL. By using a five-point-Likert scale, Not Applicable (0), Not Important (1), Slightly Important (2), Moderately Important (3), and Highly Important (4), students were asked to rate the degree of importance of the different reasons for studying EFL.

In writing the 17 statements included in the first section of the instrument, this researcher combined the

reasons listed by the students in the "Language Study Survey" and questions which Gardner and Lambert (1972) used in their seminal studies. The following reasons were classified as instrumental.

I am studying English because:

1. I want to use it to survive when I travel to an English-speaking country.
3. I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to help me advance in my field.
4. I need English to read texts which will keep me current in my profession.
5. I need English to be able to write reports/articles concerning my profession/job.
8. My job requires me to speak English often.
9. I am planning to live in an English-speaking country and I want to survive.
10. English makes me a more qualified job candidate in my chosen field.
11. I want to be able to understand and read the news in English to keep me current.
12. I need English to study in an English-speaking country.

13. People who master the English language have more job opportunities.

17. I have to participate in meetings with professionals who only speak English.

The following reasons were classified as integrative.

I am studying English because:

2. It will enable me to gain friends among English-speaking people.

5. It will allow me to meet and converse with more and varied English-speaking people.

7. It should enable me to begin to think and behave as English-people do.

14. I want to communicate with relatives/friends who live in English-speaking countries.

15. I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to socialize with them.

16. I am planning to live in an English-speaking country and I want to socialize with English speakers.

The second part of the questionnaire was divided into sections A and B. By using a five-point-Likert scale, Do Not Know (0), Strongly Disagree (1), Disagree (2), Agree

(3), Strongly Agree (4), in Part 2 A, students were asked to describe Argentine people, and in Part 2 B, students had to describe speakers of English as a native language who live in English-speaking countries. In both cases, students were presented with the same list of 22 adjectives, which were a shortened version of the list used by Spolsky (1969) in his study. Finally, students were asked to add an adjective which would describe both Argentine people and speakers of the target language who live in English-speaking countries. The adjectives included for the purposes of the survey were the following: interesting, close-minded, friendly, insincere, stable, intelligent, lazy, calm, dishonest, ugly, broad-minded, unstable, stupid, sincere, successful, nervous, hardworking, honest, unfriendly, handsome, boring, and unsuccessful. Copies of the final questionnaire in English and Spanish can be found in Appendices C and D.

The questionnaire, in its final form, in the two language versions was piloted with five Argentine citizens in Los Angeles in the Spring of 1991. Since the interviewees found that no changes were necessary, no modifications were made.

Research Questions

The primary questions investigated in this study were:
What kind of motivation do Argentine students of EFL in Buenos Aires, Argentina have for studying the English language? What kind of attitudes do Argentine students of EFL have toward the Argentine people as opposed to native speakers of English who live in English-speaking countries?

Specific research questions considered were:

- 1) Do Argentine students of EFL have an instrumental, an integrative or an instrumental-integrative motivation for studying the English language?
- 2) What is the relationship between instrumental-integrative motivation as indicated by the 17 statements in Part 1 of the questionnaire and the following:
 - a) age?
 - b) gender?
 - c) length of time studying English?
 - d) level of proficiency in English?
- 3) What is the relationship between instrumental motivation as indicated by the 17 statements in Part 1 of the questionnaire and the following:
 - a) age?

- b) gender?
 - c) length of time studying English?
 - d) level of proficiency in English?
- 4) Do students with an instrumental-integrative orientation for studying EFL tend to have positive attitudes toward native speakers of English who live in English speaking countries?
 - 5) Do students with an instrumental orientation for studying EFL tend to have positive attitudes toward native speakers of English who live in English-speaking countries?
 - 6) Do students with an instrumental-integrative orientation for studying EFL tend to have positive attitudes toward Argentine people?
 - 7) Do students with an instrumental orientation for studying the English language tend to have positive attitudes toward Argentine people?
 - 8) What is the relationship between the attitudes of Argentine students of EFL toward speakers of English as a native language who live in English speaking countries and the following:
 - a) gender?
 - b) age?

Data Analysis

For the purposes of the analysis of the data gathered by means of the questionnaires, this investigator classified the surveys according to each student's motivation orientation and divided the 114 questionnaires into three groups. The first group was composed of 32 students with an orientation which was both instrumental and integrative in nature. The second group was composed of 50 subjects who had an instrumental orientation whereas the third group was composed of six students who had an integrative orientation. It is important to indicate that since the group with an integrative orientation was composed of only six respondents, their answers were not extensively analyzed.

To divide the respondents into the three groups, the author reviewed statements one through 17 and categorized the respondents according to their responses. For example, students answering moderately important (3) or highly important (4) to at least four integrative questions and seven instrumental questions were categorized as having an instrumental-integrative orientation for studying EFL. In like manner, students answering moderately important (3) or highly important (4) to seven out of eleven instrumental questions, were categorized as having an instrumental

orientation for studying EFL. Finally, a student answering moderately important (3) or highly important (4) to four out of six integrative questions was characterized as having an integrative orientation for studying EFL.

The decision to classify students by using the two-thirds percentage was based on the rationale that this number would show a tendency in the students' motivation orientation for studying EFL. By this manner of grouping, it was easier to compare the respondents' tendencies in terms of motivation for studying the English language. Furthermore, in this way, it was possible to analyze the EFL students' attitudes toward the people in their own culture as opposed to native speakers of English who live in English-speaking countries.

The data gathered were analyzed in terms of descriptive statistics. Question 1 was answered by examining the students' responses to the questionnaire. To answer research questions two and three, the chi-square test was applied. This test was chosen because, according to Best and Kahn (1989), the chi-square test would estimate the "likelihood that some factor other than chance (sampling error) accounts for the apparent relationship" (p. 300). The value of the chi-square test was determined by the Uncle

Software program and the significance level was placed at .05.

To answer questions 4, 5, 6, 7, and 8, the 22 attributes included in Part 2, Sections A and B of the questionnaire were categorized as positive attributes or negative attributes. By looking at the students with an instrumental-integrative orientation for studying EFL and the students with an instrumental orientation for studying EFL, and by comparing the mean ratings given for Argentine people (Section A) against the mean ratings for native speakers of English who live in English-speaking countries (Section B), it was possible to draw indirect conclusions regarding the attitudes of Argentine students of EFL toward the Argentine community and native speakers of English who live in English speaking countries.

To further analyze the group of students with an instrumental-integrative orientation and those students with an instrumental orientation for studying EFL, a t-ratio was used. In this way, it was possible to compare the performances of the two groups in terms of age, gender, and level of proficiency in English, and length of time studying English. The level of significance was placed at .05.

Chapter 4 includes the complete description of the results obtained with the questionnaire administration.

CHAPTER 4

Results

Demographic Information

As was indicated in the previous chapter, 88 questionnaires out of a total of 114 were analyzed. Twenty-six surveys did not show any tendencies regarding the students' orientation for studying EFL; therefore, they were discarded.

The remaining 88 questionnaires were categorized according to whether respondents demonstrated an instrumental-integrative orientation, an instrumental orientation, or, an integrative orientation for studying English. It has already been explained that, for the purposes of this study, the group with an integrative orientation was not analyzed in detail because only six respondents manifested such an orientation. The group with an instrumental orientation was made up of 50 respondents whereas the group with an instrumental-integrative orientation was made up of 32, and the group with an integrative orientation was made up of six respondents.

Of the 50 students who showed an instrumental orientation, 18 (36%) were intermediate students of EFL, 16

(32%) were taking courses at the advanced level, and finally, 16 (32%) were beginning students of EFL. From the 32 respondents placed in the group with an integrative-instrumental orientation, 15 (47%) were taking EFL classes at the intermediate level. Nine (28%) were advanced students of EFL, and eight (25%) were taking courses at the beginning level. In the group with an integrative orientation, only one student (17%) was taking courses at the intermediate level, and the other five (83%) were advanced students of EFL.

In the group with the instrumental orientation, the length of time students had studied English ranged from no time (five students, 10%) to 382 months, or 32 years (one student, 2%). Among the respondents in the group with an instrumental-integrative motivation, the length of time students had studied English ranged between one month (one student, 3%) and 168 months, or 14 years, (1 student, 3%). In the group of students with an integrative orientation, the length of time studying English ranged from no time (one student, 16%) to 84 months, or seven years, (one student, 16%).

The ages for the 50 respondents placed in the group with an instrumental orientation ranged from 18 (ten

students, 20%) to 65 (one student, 2%) years of age. For the 32 respondents with an instrumental-integrative orientation, the students' ages ranged between 18 (two students, 6%) and 48 (one student, 3%) years of age. For the six students in the group with an integrative motivation, the ages ranged from 18 (one student, 16%) to 42 (one student, 16%) years of age.

For the purposes of this study, the respondents' occupations were divided into three categories: professional, student, and other. In the category of "professional," some of the occupations mentioned by the students were medical doctor, lawyer, university researcher, psychologist, etc. The category of "student" included university students. Finally, the category "other" included blue-collar workers like secretaries, mechanics, or housewives. Among the 50 respondents in the group known as instrumentally oriented, 19, eight females and 11 males (38%), were classified as professionals. Twenty-five respondents, ten females and 15 males (50%), were categorized as students. Finally, only five respondents, one female and four males (10%), indicated they had other occupations. In the group known to have an orientation which was both instrumental and integrative, a total of

eight respondents, five females and three males (25%), were classified as professionals. Eleven respondents, eight females and three males (34%), were categorized as students. Twelve respondents, seven females and five males (38%), were classified as having other occupations.

As already explained, out of the total of 88 respondents, 44 were male and the other 44 were female. From the 50 students placed in the instrumental group, 20 (40%) were female, and the other 30 (60%) were male. From the six students with an integrative motivation, four (67%) were female, and the other two (33%), were male. From the 32 students placed in the group with an integrative-instrumental motivation, 20 (63%) were female, and 12 (38%) were male. The table titled "Demographic Information Concerning the Three Motivation Orientation Groups," which summarizes the information in the previous paragraphs can be found in Appendix E.

Analysis of the Questionnaire

Part 1

For the purposes of the present investigation, each statement in the questionnaire was analyzed in terms of the three distinct groups into which the 88 respondents were

categorized: instrumental-integrative orientation group, instrumental orientation group, integrative orientation group. The actual figures and percentages for each of the different Likert-scale responses to each question are included. Furthermore, to make this investigation clear to the reader, the analysis of Part 1 of the questionnaire is divided into two sections. The first one includes statements 1, 3, 4, 6, 8, 9, 10, 11, 12, 13, and 17, which were written to indicate an instrumental orientation. The second one includes statements 2, 5, 7, 14, 15, and 16, which were written to indicate an integrative orientation.

Analysis of the Statements Showing an Instrumental Orientation

Statement 1. "I want to study English to survive when I travel to an English-speaking country."

From the 50 respondents placed in the instrumentally oriented group, 22 (44%) rated this reason as highly important, 22 (44%) rated it important, and 5 (10%) rated it slightly important. The mean for this group was 3.3, and the standard deviation was .66. All of the 32 respondents placed in the group with an instrumental-integrative orientation considered this an important reason for studying

EFL. In fact, 27 respondents (84%) said it was highly important, four (13%) moderately important, and one (3%) slightly important. The mean for this group was 3.8, and the standard deviation was .46.

Statement 3. "I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to help me advance in my field."

The data gathered showed that all 50 students with an instrumental orientation felt that this was an important reason for studying EFL. In fact, the figures were as follows: 36 respondents (72%) considered it highly important, 13 (26%) moderately important, and only one (2%) said it was slightly important. The mean for this group was 3.7, and the standard deviation was .50. In the group with an instrumental-integrative orientation, 23 respondents (72%) said it was highly important, six (19%) said it was moderately important, and two (6%) said it was slightly important. The mean for this group was 3.7, and the standard deviation was .59.

Statement 4. "I need English to read texts which will keep me current in my profession."

From the 50 respondents in the group with an instrumental orientation, 37 (74%) indicated this reason

was highly important. Ten (20%) said it was moderately important, and one (2%) indicated it was slightly important. Another student (2%) answered not applicable, and one more (2%) said it was not important. The mean for this group was 3.7, and the standard deviation was .61. Regarding the group with an orientation which was both instrumental and integrative, out of the 32 respondents, 21 (66%) said it was a highly important reason for studying EFL, six (19%) said it was moderately important, and four (13%) indicated it was slightly important. One respondent (3%) answered not applicable. The mean for this group was 3.5, and the standard deviation was .71.

Statement 6. "I need English to be able to write reports/articles concerning my profession/job."

From the 50 respondents placed in the group with an instrumental orientation, 15 (30%) rated this reason as highly important. Twelve (24%) rated this reason as moderately important, and 14 (28%) said it was slightly important. In this group, two students (4%) rated this reason as not important, and seven (14%) answered not applicable. The mean for this group was 2.9, and the standard deviation was .92. Concerning the group of 32 respondents, with an orientation which was both instrumental

and integrative, 20 (63%) rated this reason as highly important, five (16%) rated it as moderately important, and four other students (13%) indicated it was slightly important. One (3%) said this reason was not important, and two (6%) answered not applicable. The mean for this group was 3.5, and the standard deviation was .85.

Statement 8. "My job requires me to speak English often."

Nineteen respondents (38%) of the 50 students placed in the instrumentally oriented group, indicated that this was a highly important reason for studying EFL. Sixteen (32%) indicated this was a moderately important reason, and seven (14%), indicated this was a slightly important reason for studying EFL. Three (6%) said it was not an important reason, and five (10%) answered not applicable. The mean for this group was 3.1, and the standard deviation was .91. From the 32 students who were placed in the group with an instrumental-integrative orientation, 13 (41%) considered this was a highly important reason for studying EFL. Twelve (38%) said it was moderately important whereas three (9%) said it was slightly important. Three (9%) considered this reason not important, and only one student answered not

applicable. The mean for this group was 3.1, and the standard deviation was .94.

Statement 9. "I am planning to live in an English-speaking country and I want to survive."

For the group with an instrumental orientation, the figures were as follows: three students (6%) from the total of 50 respondents, indicated this was a highly important reason for studying EFL. Six (12%) rated this question as moderately important, and three (6%) considered it slightly important. Fifteen (30%) rated this question as not important, and 23 (46%) answered not applicable. The mean for this group was 1.9, and the standard deviation was 1.10. For the 32 students included in the group with an orientation which was both instrumental and integrative, 11 (34%) total, indicated this was a highly important reason for studying EFL. Seven (22%) said it was moderately important, and only one (3%) indicated slightly important. Four students (13%) answered not important, and nine (28%) answered not applicable. The mean for this group was 3.1, and the standard deviation was 1.10.

Statement 10 "English makes me a more qualified job candidate in my chosen field."

From the 50 respondents who were classified as having an instrumental orientation, 25 (50%) indicated they considered this a highly important reason for studying EFL. Sixteen (32%) rated this question as moderately important, and four (8%) answered slightly important. Three (6%) rated this reason as not important, and two (4%) answered not applicable. The mean for this group was 3.2, and the standard deviation was .87. The figures for the 32 respondents classified as both instrumentally and integratively oriented were as follows: 25 (78%) considered this reason as highly important. Five (16%) rated this reason as considerably important whereas one (3%) rated this reason as slightly important. Another student (3%) answered not applicable. The mean for this group was 3.8 and the standard deviation was .49

Statement 11. "I want to be able to understand and read the news in English to keep current."

In the group with 50 respondents classified as having an instrumental orientation, 16 (32%) rated this as a highly important reason for studying EFL. Eighteen (36%) rated this as a moderately important reason for studying EFL, and

nine (18%) rated it as slightly important. Four (8%), rated it as not important, and three (6%) answered not applicable. The mean for this group was 3.0, and the standard deviation was .93. In the group with 32 students with an orientation which was both instrumental and integrative, 22 (69%) considered this a highly important reason for studying EFL. Nine (28%) considered it moderately important, and only one (3%) rated it as slightly important. The mean for this group was 3.7, and the standard deviation was .54.

Statement 12. "I need English in order to be able to study in an English-speaking country."

From the total number of 50 people placed in the group characterized as having an instrumental orientation, 15 (30%) considered this a highly important reason for studying EFL, 17 (34%) rated this reason as moderately important, and six (12%) rated this reason as slightly important. Four students (8%) rated it as not important, and eight (16%) answered not applicable. The mean for this group was 3.0, and the standard deviation was .94. From the 32 respondents who made up the group with an instrumental-integrative orientation, 21 (66%) considered this was a highly important reason for studying EFL. Six respondents (19%) rated this reason as moderately important, and two

(6%) rated it as slightly important. Two (6%) rated it as not important, and one (3%) answered not applicable. The mean for this group was 3.5, and the standard deviation was .88.

Statement 13. "People who master the English language have more job opportunities."

Among the 50 students categorized as having an instrumental orientation for studying EFL, 28 (56%) rated this question as highly important. Fifteen (30%) rated it as moderately important, and six (12%) rated this as slightly important. Another respondent (2%) chose to answer not applicable. The mean for this group was 3.4, and the standard deviation was .70. Regarding the group with an instrumental-integrative orientation, 25 respondents (78%) from the total of 32, rated this question as highly important. Five (16%) rated it as moderately important, and one (3%) rated it as slightly important. Only one respondent (3%) chose to answer not applicable. The mean for this group was 3.8, and the standard deviation was .49.

Statement 17. "I have to participate in meetings with professionals who only speak English."

From the 50 respondents placed in the group labeled as instrumentally oriented, 13 (26%) rated this question as

highly important. Thirteen (26%), rated it as moderately important, whereas seven (14%) rated it as slightly important. Ten (20%) rated it as not important, and seven (14%) chose to answer not applicable. The mean for this group was 2.7, and the standard deviation was 1.14. From the 32 students placed in the group labeled as instrumentally-integratively oriented, 20 (63%) rated this question as highly important, eight (25%) rated it as moderately important. Two (6%) chose to answer not important, and two other respondents answered not applicable. The mean for this group was 3.5, and the standard deviation was .81.

The table titled "Responses of Males and Females in the Instrumental Group and the Instrumental-integrative Group to the Instrumental Statements in Part 1 of the Questionnaire," which includes a complete description of the respondents' answers to the instrumental statements, can be found in Appendix F.

Analysis of the Statements Showing an Integrative
Orientation

The section below includes a description of the students' responses to statements 2, 5, 7, 14, 15, and 16, which were written with an integrative orientation in mind.

Statement 2. "English will enable me to gain friends among English-speaking people."

From the total of 50 respondents identified as having an instrumental motivation, five (10%) rated this question as highly important. Eleven (22%) rated it as moderately important, and 19 (38%) rated it as slightly important. Eleven (22%) rated this question as not important, and four (8%) chose to answer not applicable. The mean for this group was 2.2, and the standard deviation was .93. From the total of 32 respondents identified as having an instrumental-integrative orientation for studying EFL, 16 respondents (50%) rated this question as highly important. Eleven respondents rated it as moderately important, and five (16%) rated it as slightly important. The mean for this group was 3.3, and the standard deviation was .73.

Statement 5. "English will allow me to meet and converse with more and varied English-speaking people."

Eight respondents (16%) of the 50 placed in the group labeled instrumentally oriented, rated this question as highly important. Seventeen (34%) rated it moderately important, and 18 (36%) rated it as slightly important. Six (12%) rated it as not important, and only one (2%) chose to answer not applicable. The mean for this group was 2.6, and the standard deviation was .90. Concerning the group labeled instrumentally-integratively oriented, 24 respondents (75%) from the total of 32, rated this question as highly important. Seven (22%) rated it as moderately important. Only one student (3%) chose to answer not applicable. In this case, the mean for the group was 3.8, and the standard deviation was .42.

Statement 7. "English should enable me to begin to think and behave as English-speaking people do."

For the 50 students with an instrumental orientation, the responses were as follows. One (2%) considered this a highly important reason for studying English. Two (4%) considered it moderately important, and 14 (28%) rated it as slightly important. Fourteen (28%) rated it as not important, and 19 (38%) answered not applicable. The mean

for this group was 1.7, and the standard deviation was .74. For the 32 students with an instrumental-integrative orientation, the responses were as follows. Eight (25%) rated this question as highly important. Nine (28%) considered it moderately important, whereas eight (25%) considered it slightly important. Three students (9%) chose to answer not important, and four (13%) answered not applicable. The mean for this group was 2.8, and the standard deviation .98.

Statement 14. "I want to communicate with relatives/friends who live in English-speaking countries."

Two respondents (4%) from the total of 50 characterized as having an instrumental orientation, rated this question as highly important. Seven (14%) rated this as a moderately important reason for studying EFL. Six (12%) rated this as a slightly important reason for studying EFL. Eleven (22%) rated it as not important, and 24 (48%) chose to answer not applicable. The mean for this group was 2.0, and the standard deviation was 1.00. Among the 32 respondents with an integrative-instrumental orientation, 18 (56%) rated this question as highly important. Ten respondents (31%) rated this reason as moderately important, and three (9%) rated it as slightly important. One (4%) chose to answer not

applicable. The mean for this group was 3.5, and the standard deviation was .67.

Statement 15. "I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to socialize with them."

Among the 50 respondents placed in the instrumentally oriented group, nine (18%) indicated this was a highly important reason for studying EFL. Nineteen (38%) felt this was a moderately important reason, and ten (20%) indicated this was a slightly important reason for studying EFL. Eight (16%), chose to answer not important, and four (8%) answered not applicable. The mean was 2.6, and the standard deviation was .99. Among the 32 respondents placed in the group with an instrumental-integrative orientation, 19 (59%) rated this reason as highly important. Eleven (34%) rated it as moderately important, and two (6%) rated it as slightly important. The mean for this group was 3.5, and the standard deviation .61.

Statement 16. "I am planning to live in an English-speaking country and I want to socialize with English speakers."

In the case of the 50 students categorized as instrumentally oriented, nobody considered this a highly

important reason for studying EFL. Four (8%) considered it moderately important, and eight (16%) considered it slightly important. Fifteen (30%) considered it not important, and 23 (46%) answered not applicable. The mean for this group was 1.6, and the standard deviation .73. In the case of the 32 students categorized as instrumentally-integratively oriented, 15 (47%) considered it highly important. Six (19%) considered it moderately important, and three (9%) considered it slightly important. Two (6%) answered not important, and six (19%) chose not applicable. The mean for this group was 3.3, and the standard deviation .95.

The table titled "Responses of Males and Females in the Instrumental Group and the Instrumental-integrative Group to the Integrative Questions in Part 1 of the Questionnaire," which includes a complete description of the students' responses to the integrative statements, can be found in Appendix G.

Part 2, A and B

This section includes the description of the answers for sections A and B in Part 2 of the questionnaire. In this case, to make the remaining analysis more clear to the reader, instead of following the order in which the

questions were included in the survey, each of the adjectives included in sections A and B of Part 2 in the questionnaire will be described in terms of how the group with an instrumental orientation and the group with an instrumental-integrative orientation rated Argentine people, and immediately after that, how the same two orientation motivation groups rated speakers of English as a native language who live in English speaking countries. The figures for the purposes of the description of this section will be reported in terms of "agree, disagree, or don't know/no answer" only. However, the table titled "Responses of Males and Females in the Instrumental Group and the Instrumental-integrative Group in Relation to the Attributes for Argentine People and Native Speakers of English Included in Part 2 of the Questionnaire" which can be found in Appendix H, includes a complete breakdown of the students' responses.

In the group composed of 50 respondents characterized as having an instrumental orientation for studying English, 36 (72%) agreed that Argentine people are interesting. Four students (8%) disagreed, and ten (20%) answered don't know/no answer. From the 50 respondents in the same group, 26 (52%) agreed that native speakers of English are

interesting. Seven (14%) disagreed with the statement, and 17 (34%) chose not to answer.

Regarding the group with an instrumental-integrative orientation for studying EFL, 24 respondents out of 32 (75%) felt that Argentine people are interesting. Two (6%) disagreed with the statement that Argentine people are interesting, and six (19%) had no opinion. When the same group rated native speakers of English, 21 respondents (66%) agreed that the target group is interesting, only three (9%) disagreed, and eight (25%) did not know what to answer.

In the group of 50 respondents with an instrumental orientation, four (8%) agreed that Argentine people are boring, 35 (79%) disagreed with the idea that Argentines are boring, and 11 (22%) felt they did not know what to answer. Concerning the attitude of the same group toward native speakers of English, six (12%) agreed that they are boring, 20 (40%) disagreed, and 24 (48%) indicated they did not know what to answer.

Looking at the 32 respondents with an instrumental-integrative orientation, three (9%) agreed that Argentine people are boring, 27 (84%) disagreed, and two (6%) did not know. When the same group was asked for its opinion about

native speakers of English, three respondents (9%) agreed with the idea that they are boring, 18 (56%) disagreed, and 11 (35%) felt they did not know what to answer.

In the group with 50 respondents characterized as having instrumental motivation, 28 (56%) agreed that Argentines are broad-minded. Fourteen (28%) disagreed, and eight (16%) did not know. Among the respondents in the same group, 15 (30%) considered that native speakers of English are broad-minded, 15 (30%) disagreed, and 20 (40%) indicated they did not know.

Concerning the 32 respondents placed in the group with an instrumental-integrative orientation, the results were as follows. Twenty (63%) agreed that Argentine people are broad-minded. Eight (25%) disagreed, and four (13%) felt they did not know what to answer. In this same group, 21 respondents (66%) agreed that native speakers of English are broad-minded, six (19%) disagreed, and five (16%) said they did not know.

When the group with 50 students characterized as having an instrumental orientation was asked for an opinion about Argentine people, 12 (24%) agreed that they are close-

minded. Thirty (60%) disagreed, and eight (16%) indicated they did not have an opinion. When the same group was asked to give their opinion about native speakers of English, 15 respondents (30%) agreed that native speakers of English are close-minded, 12 (24%) disagreed, and 23 (46%) did not know.

Regarding the 32 respondents labeled as instrumentally-integratively oriented, ten (31%) felt that Argentine people are close-minded, 19 (59%) disagreed with the statement, and three (9%) did not have an opinion. When the same group was asked about native speakers of English, seven respondents (22%) agreed that they are close-minded, 16 (50%) disagreed with the statement, and nine (28%) did not know what to say.

Among the 50 respondents characterized as having an instrumental orientation, 44 (88%) agreed that Argentine people are friendly. Two (4%) disagreed, and four (8%) did not give an answer. Among the 50 respondents in the same group, 17 (34%) agreed that native speakers of English are friendly whereas 16 (32%) disagreed, and 17 (34%) did not respond.

Similarly, from the 32 respondents characterized as having an instrumental-integrative orientation, 28 (88%) agreed that Argentine people are friendly. Two (6%) disagreed, and two more (6%) indicated they did not know.

When the same group was asked its opinion about native speakers of English, 14 respondents (44%) agreed they are friendly, ten (31%) disagreed, and eight (25%) did not know.

Concerning the responses of the group with an instrumental orientation, when the group was asked whether Argentine people are unfriendly, only five respondents (10%) agreed with the statement. Thirty-eight (76%) disagreed that Argentine people are unfriendly, and seven (14%) said they did not know. By contrast, 14 (28%) students agreed that native speakers of English are unfriendly, 18 (36%) disagreed, and 18 (36%) did not provide an answer.

When the group with 32 respondents characterized with an instrumental-integrative orientation was asked whether Argentines are unfriendly, only seven (22%) agreed. Twenty-five (78%) disagreed. Among the members of the same group, nine (28%) agreed that native speakers of English are unfriendly, 14 (44%) disagreed and nine (28%) did not know what to answer.

When studying the responses of the 50 students in the instrumentally oriented group, 22 (44%) agreed that Argentine people are sincere, 17 (34%) disagreed, and 11 (22%) did not know. When the same group was asked to indicate whether native speakers of English are sincere, 13

students (26%) agreed with the statement. Nine (18%) disagreed, and 28 (56%) said they did not know.

Among the 32 students placed in the group with an instrumental-integrative orientation, 19 (59%) agreed that Argentine people are sincere, six (19%) disagreed, and seven (22%) had no opinion. With reference to the group's opinion regarding native speakers of English, 16 respondents (50%) agreed that they are sincere, two (6%) disagreed, and 14 (44%) did not know.

Concerning the group of 50 people with an instrumental orientation for studying EFL, 12 respondents (24%) agreed that Argentine people are insincere. Twenty-five (50%) disagreed that Argentine people are insincere, and 13 (26%) did not know what to answer. When the same group was asked their opinion about native speakers of English, 13 respondents (26%) agreed that native speakers of English are insincere, 11 (22%) disagreed with the idea that English speakers are insincere, and 26 (52%) had no opinion.

In the group of 32 respondents with an instrumental-integrative orientation, eight (25%) agreed that Argentine people are insincere, 20 (63%) disagreed, and four (13%) did not know. When the same students were asked to give an opinion about native speakers of English, three respondents

(9%) agreed that native speakers of English are insincere, 15 (47%) disagreed, and 14 (44%) did not provide an answer.

Among the 50 students placed in the group with instrumental motivation, 13 (26%) agreed that Argentine people are stable. Twenty-six (52%) disagreed with the statement that Argentines are stable, and 11 (22%) did not know what to answer. Looking at the respondents in the same group, 21 (42%) agreed that native speakers of English are stable, four (8%) disagreed, and 25 (50%) felt they did not know what to answer.

Concerning the 32 students placed in the group with an instrumental-integrative orientation, the results were as follows. Eight (25%) agreed that Argentine people are stable, 18 (56%) disagreed, and six (19%) said they did not know. When the same group of students was asked their opinion about native speakers of English, 26 respondents (81%) agreed that native speakers of English are stable, only one (3%) disagreed, and five (16%) said they did not know.

Among the 50 respondents with an instrumental orientation, 28 (56%) agreed that Argentine people are unstable, 12 (24%) disagreed with the statement, and ten

(20%) said they did not know. Concerning the opinion of the same group regarding native speakers of English, five respondents (10%), agreed with the statement, 16 (32%), disagreed with the statement, and 29 (58%) did not know what to answer.

Among the 32 respondents in the group with instrumental-integrative motivation, 15 (47%) agreed that Argentine people are unstable, eight (25%) disagreed with the statement, and nine (28%) did not provide an answer. When the same group was asked whether native speakers of English are unstable, only one respondent (3%) agreed with the statement, 19 (59%) disagreed with the statement, and 12 (38%) did not know what to answer.

In relation to the 50 respondents included in the group with an instrumental orientation, the following results were found. Forty-one students (82%) agreed that Argentine people are intelligent. Three (6%) disagreed with the statement that Argentines are intelligent, and six (12%) had no opinion. However, when the members of the same group were asked their opinion about native speakers of English, only 24 respondents (48%) agreed that native speakers of English are intelligent, six (12%) disagreed with the

statement, and 20 (40%) indicated that did not know what to answer.

Regarding the 32 respondents characterized as having an instrumental-integrative orientation, 25 (78%) agreed that Argentine people are intelligent, only two (6%) disagreed with the statement, and five (16%) did not provide an answer. When the same group was asked about native speakers of English, 24 respondents (75%) agreed that native speakers of English are intelligent whereas two (6%) disagreed with the statement, and six (19%) indicated they had no opinion.

In the group of 50 respondents with an instrumental orientation, nine (18%) agreed that Argentine people are stupid, 31 (62%) disagreed with the statement, and ten (20%) said they had no opinion. In the same group of people, only three (6%) agreed that native speakers are stupid, 25 (50%) disagreed with the statement, and 22 (44%) said they did not know.

Among the 32 people in the group characterized as having an instrumental-integrative orientation, only five (16%) agreed that Argentine people are stupid, 24 (75%) disagreed with the statement, and three (9%) said they did not know. When the same group was asked their opinion about native speakers of English, only three students (9%) agreed

that native speakers of English are stupid, 21 (66%) disagreed with the statement, and eight (25 %) had no opinion.

In relation to the responses of the 50 people placed in the group characterized as having an instrumental orientation, 24 (48%) agreed that Argentine people are hardworking, 19 (38%) disagreed with the statement, and seven (14%) did not provide an answer. Among people in the same group, 32 (64%) agreed that native speakers of English are hardworking, only two (4%) disagreed with the statement, and 16 (32%) did not provide an answer.

When the 32 respondents labeled as instrumentally-integratively oriented were asked whether Argentine people are hardworking, 14 respondents (44%) agreed with the statement, 14 (44%) disagreed with the statement, and four (13%) had no opinion. By contrast, among the same group of respondents, 28 (88%) agreed that native speakers of English are hardworking, only one (3%), disagreed with the statement, and three (9%) did not know what to answer.

Among respondents in the the group labeled as instrumentally oriented to studying English, 32 (64%) agreed that Argentine people are lazy, 14 (28%) disagreed with the statement, and four (8%) indicated they did not know. By

contrast, when the same students were asked their opinion about native speakers of English, only seven (14%) agreed that native speakers of English are lazy, 26 (52%) disagreed with the statement, and 17 (34%) said they did not know.

When the group of 32 people with an orientation which was both instrumental and integrative was asked whether Argentine people are lazy, 16 respondents (50%) agreed with the statement, 12 (38%) disagreed with the statement, and four (13%) said they did not know. However, when the same group was asked their opinion about native speakers of English, only two respondents (6%) agreed that native speakers of English are lazy, 22 (69%) disagreed with the statement, and eight (25%) said they had no opinion.

In the group labeled as instrumentally oriented, 12 students (24%) agreed that Argentine people are calm, 28 (56%) disagreed with this statement, and ten (20%) did not provide an answer. When the same students were asked the same question about native speakers of English, nine respondents (18%) agreed that they are calm, 16 (32%) disagreed with the statement, and 25 (50%) did not know what to answer.

Concerning the 32 people in the group characterized as having an instrumental-integrative orientation for studying

EFL, ten (31%) agreed that Argentine people are calm, 19 (59%) disagreed with the statement, and three (9%) did not know what to answer. When the same group was asked their opinion about native speakers of English, 12 respondents (38%) agreed that the target group is calm, eight (25%) disagreed with the statement, and another 12 respondents (38%) did not provide an answer.

When the instrumentally oriented group was asked whether Argentine people are nervous, 35 respondents (70%) agreed with the statement, four (8%) disagreed, and 11 (22%) did not know what to answer. By contrast, 14 respondents in the same group (28%) agreed that native speakers of English are nervous, eight (16%) disagreed with the statement, and 28 (56%) did not provide an answer.

From the 32 respondents in the group with an instrumental-integrative orientation, 22 (69%) agreed that Argentine people are nervous, three (9%) disagreed with the statement, and another seven (22%) did not know what to answer. By contrast, when the same group was asked for an opinion about native speakers of English, only eight respondents (25%) agreed that native speakers of English are nervous, 12 (38%) disagreed with the statement, and another 12 (38%) did not have an opinion.

Among the 50 people in the group labeled as instrumentally oriented, 23 (46%) agreed that Argentine people are successful, 17 (34%) disagreed with the statement, and ten (20%) did not know what to answer. By contrast, 31 respondents in the same group (62%) agreed that native speakers of English are successful, only two (4%) disagreed with this statement, and 17 (34%), did not have an opinion.

From the 32 respondents characterized as having an instrumental-integrative orientation, 18 (56%) agreed that Argentine people are successful, seven (22%) disagreed with the statement, and another seven students (22%) did not give an answer. Among the 32 people in the same group, 24 (75%) agreed that native speakers of English are successful, nobody disagreed with the statement, and eight (25%) did not know what to answer.

In the group with an instrumental orientation for studying English, 14 respondents (28%) agreed that Argentine people are unsuccessful, 24 (48%) disagreed, and 12 (24%) did not give an answer. By contrast, when the same group was asked for an opinion about native speakers of English, only one respondent (2%) agreed that native speakers of English are unsuccessful, 26 (52%) disagreed with the

statement that native speakers of English are unsuccessful, and 23 (46%) did not give an opinion.

Within the group with an instrumental-integrative orientation for studying EFL, the results were as follows. Nine respondents (28%) agreed that Argentine people are unsuccessful, 14 (44%) disagreed with the statement, and nine (28%) did not know what to answer. By contrast, none of the people in the same group agreed that native speakers of English are unsuccessful, 23 (72%) disagreed with the statement, and nine (28%) did not know what to answer.

Among the 50 respondents characterized as having an instrumental orientation for studying EFL, 21 (42%) agreed that Argentine people are honest, 17 (34%) disagreed with the statement that Argentines are honest, and 12 (24%) did not give an answer. Instead, 15 respondents (30%) agreed that speakers of English as a native language are honest, five (10%) disagreed with the statement, and 30 (60%) did not what to answer.

When the 32 respondents labeled as instrumentally-integratively oriented were asked whether Argentine people are honest, 17 (53%) agreed with the statement, eight (25%) disagreed with the statement, and seven (22%), did not have an opinion. Similarly, 17 (53%) agreed that native speakers

of English are honest, two (6%) disagreed with the statement, and 13 (41%) did not know what to answer.

Regarding the group with an instrumental orientation, 17 students (34%) agreed that Argentines are dishonest, 25 (50%) disagreed, and eight (16%) did not have an opinion. By contrast, six respondents (12%) agreed that native speakers are dishonest, 17 (34%) disagreed with the statement, and 27 (54%) did not have an opinion.

When the group characterized as having an instrumental-integrative orientation was asked whether Argentine people are dishonest, nine respondents (28%) agreed with the statement, 18 (56%) disagreed, and five (16%), did not know what to answer. However, from the same group of respondents, only two (6%) agreed that native speakers of English are dishonest, 15 (47%) disagreed with the statement, and another 15 (47%) did not give an answer.

Among the 50 respondents considered instrumentally oriented for studying EFL, 40 (80%) agreed that Argentine people are handsome, only two (4%) disagreed with the statement, and eight (16%) did not have an opinion. However, among the 50 people in the group, only 12 (24%) agreed that native speakers of English are handsome, 17

(34%) disagreed with the statement, and 21 (42%) did not have an opinion.

When the 32 respondents classified as having an orientation which was both instrumental and integrative were asked whether Argentine people are handsome, 25 (78%) agreed with the statement, three (9%) disagreed with the statement, and four (13%) did not know what to answer. By contrast, 16 respondents (50%) agreed that native speakers of English are handsome, seven (22%) disagreed with the statement, and nine (28%) did not know what to answer.

In the group with 50 people with an instrumental orientation, only five (10%) agreed that Argentine people are ugly, 37 (74%) disagreed with the statement, and eight (16%) did not have an answer. However, 12 respondents (24%) agreed that native speakers of English are ugly, 14 (28%) disagreed with the statement, and 24 (48%) did not have an opinion.

Among the 32 people in the group labeled as instrumental-integrative, only three (9%) agreed that Argentine people are ugly, 26 (81%), disagreed with the statement, and three (9%), did not have an opinion. In like manner, four respondents (13%) agreed that native speakers

of English are ugly, 18 (56%) disagreed with the statement, and ten (31%) did not give an answer.

The following chapter will provide the answers to the research questions together with the interpretation of the data obtained and the tests' results.

CHAPTER 5

Discussion

As was explained in the methodology chapter, the primary questions to be investigated in this study were: What kind of motivation do Argentine students of EFL at ICANA, in Buenos Aires, Argentina have for studying the English language? What are the attitudes of Argentine students of EFL toward the people in their own culture as opposed to the people who speak English as a native language and live in English-speaking countries?

When the 88 questionnaires gathered were analyzed in terms of the responses given to the 17 statements included in Part 1 of the instrument, the students were classified into three distinct motivation orientation groups, the instrumental-integrative group, the instrumental group, and the integrative group. Thirty-two respondents indicated they had an orientation which was both instrumental and integrative, fifty were classified as having an instrumental orientation, and six showed an integrative orientation only. From these data, it is clear that Argentine students of EFL are, for the most part, instrumentally oriented for studying the English language.

One of the interesting findings of this study was the fact that, a larger number of students than expected (32), showed an orientation for studying EFL which was both instrumental and integrative as determined by the students' responses to the 17 statements in Part 1 of the questionnaire. Further research in this area is needed to investigate the nature of such an orientation in Argentine students of EFL.

Below is an analysis of how the students classified either as instrumentally-integratively oriented or instrumentally oriented for studying EFL ranked the 17 statements included in the first part of the questionnaire in terms of the means obtained for each of the statements.

The 32 students with an instrumental-integrative orientation for studying English indicated that the 17 reasons were important for them in this order: 1) surviving when travelling to an English-speaking country, meeting and conversing with more and varied English-speaking people, becoming a more qualified job candidate, having more job opportunities, (3.8); 2) speaking with English-speaking colleagues and professionals from English-speaking countries in order to advance in the chosen field, understanding and reading the news in English to keep current, (3.7); 3)

reading texts to keep current in the profession, writing reports/articles concerning the profession/job, studying in an English-speaking country, communicating with relatives/friends who live in English-speaking countries, speaking with English-speaking colleagues and professionals from English-speaking countries for social purposes, participating in meetings with professionals who only speak English. (3.5); 4) gaining friends among English-speaking people, planning to live in an English-speaking country and desire to socialize with English speakers, (3.3); 5) job requirement, planning to live in an English-speaking country and desire to survive, (3.1); 6) thinking and behaving as English-speaking people do, (2.8).

In this group, the highest mean was 3.8 and the lowest mean was 2.8. By looking at the ranking in the students' responses, it is clear that, although in general all the means are high, only one of the reasons classified as integrative (meeting and conversing with English speakers) was among the statements with the highest mean. The other five integrative reasons were classified in the third, fourth, and sixth positions. Of these reasons, communicating with English-speaking relatives/friends and having English-speaking friends ranked higher than thinking

and behaving as English-speaking people do. As a result of this ranking, it would be possible to hypothesize that, although the students described in this paragraph show an instrumental-integrative orientation for studying EFL, the instrumental reasons seem to be stronger than the integrative reasons for studying EFL.

The 50 students in the group with an instrumental orientation for studying English indicated that the 17 reasons for studying English were important to them in the following order: 1) speaking with English-speaking colleagues and professionals from English-speaking countries in order to advance in the field (3.7); 2) having more job opportunities (3.4); 3) surviving when travelling to an English-speaking country, becoming a more qualified job candidate, (3.3); 4) job requirement (3.1); 5) understanding and reading the news in English to keep current, studying in an English-speaking country (3.0); 6) writing reports/articles concerning the profession/job (2.9); 7) participating in meetings with professionals who only speak English (2.7); 8) meeting and conversing with more and varied English-speaking people, speaking with English-speaking colleagues and professionals from English-speaking countries for social purposes (2.5); 9) gaining

friends among English-speaking people (2.2); 10) communicating with relatives/friends who live in English-speaking countries (2.0); 11) planning to live in an English-speaking country and desire to survive (1.9); 12) thinking and behaving as English-speaking people do (1.7); 13) planning to live in an English-speaking country and desire to socialize with English speakers (1.6).

In this group, the highest mean was 3.7 and the lowest mean was 1.6. As expected, the integrative reasons for studying EFL were ranked in the eighth, ninth, tenth, twelfth, and thirteenth positions. Of these reasons, meeting and conversing with English speakers ranked higher than the desire to live in an English-speaking country and to socialize with native speakers of English. These results confirm the idea that students in this group have a strong instrumental orientation toward the English language.

By studying the responses to the 17 statements in terms of gender, it was found that, while the group with an instrumental-integrative motivation was made up of 20 female and 12 male respondents, the group with an instrumental motivation was made up of 20 female and 30 male respondents. Therefore, these results appeared to indicate that female respondents seemed to be more instrumentally-integratively

oriented toward EFL whereas male respondents tended to be more instrumentally oriented. The relationship between gender and instrumental-integrative motivation was demonstrated by doing a chi-square analysis. The result was significant at .05 level (chi-square 3.954).

A further analysis of the responses given by the two motivation orientation groups to the 17 statements in terms of gender showed interesting results. In the group of students characterized as having an instrumental-integrative orientation, male respondents gave higher ratings than female respondents to the following reasons for studying English as a foreign language: "My job requires me to speak English often" (3.4), "English makes me a more qualified candidate in my chosen field" (3.8), and "I have to participate in meetings with professionals who only speak English" (3.8). The reasons for this choice might be explained by the analysis provided by an article written by Carlos Weigle in the June 16, 1991 issue of Noticias. Weigle, relying on the research of Bertoni and Associates Consultants, reports that, in the month of May, the job market for male professionals in Argentina was roughly 63% of the total available jobs, and most important, "the job

market in Argentina is especially open to young applicants (around 30 years of age) with perfect English skills" (56).

When looking at the ratings given by the instrumentally oriented group to the same three reasons, male respondents rated "My job requires me to speak English often" (3.4), and "I have to participate in meetings with professionals who only speak English" (2.8) higher than female respondents. Again, it would be possible to hypothesize that the reason for these higher ratings is the fact that the job market in Argentina is more open to male applicants who need to use their English skills in their jobs.

While female respondents both in the instrumental-integrative group and in the instrumentally oriented groups rated "I want to use English to survive when I travel to an English-speaking country" higher than male respondents, male respondents rated "I am planning to live in an English-speaking country and I want to survive" higher than female respondents. This would seem to indicate that female students of English are more interested in travelling to an English-speaking country without the purpose of settling in the country. This tendency is apparently confirmed by the fact that male respondents gave higher ratings than female

respondents to "I need English in order to be able to study in an English-speaking country" and to "I am planning to live in an English-speaking country and I want to socialize with English speakers."

Female respondents in both motivation orientation groups gave higher ratings than male respondents to the following integrative reasons for studying EFL: "English will enable me to gain friends among English-speaking people," "English will allow me to meet and converse with more and varied English-speaking people," "I want to communicate with relatives/friends who live in English-speaking countries," "I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to socialize with them." These conclusions indicate that while male respondents have strong interest in learning the English language for practical purposes, female respondents are also interested in learning English for social purposes. The table titled "Summary Means of the 17 Reasons for Studying EFL in Relation to How Male and Female Respondents in the Instrumental Group and the Instrumental-integrative Group Answered Part 1 of the Questionnaire" can be found in Appendix I.

A chi-square was used to determine if there was a relationship between age and instrumental-integrative motivation and age and instrumental orientation as indicated by the responses to the survey questions. However, no significant relationship at the .05 level was found. Furthermore, no significant relationship at the .05 level was found between length of time studying English and any of the three motivation orientations. Finally, a significant relationship at the .05 level was found between level of proficiency in English and instrumental motivation (chi-square 6.275).

To determine whether students with an instrumental orientation and an instrumental-integrative orientation for studying EFL had positive attitudes toward Argentine people and native speakers of English, the following procedure was followed. The 22 attributes included in Part 2 of the questionnaire, which aimed to describe Argentine people and speakers of English as a native language, were analyzed. By dividing the attributes into two categories, positive attributes, and the corresponding antonyms, and, by comparing the mean ratings of each of the traits for the Argentine people against the mean ratings of each of the traits for the speakers of English as a native language, it

was possible to draw indirect conclusions about the Argentine EFL students' attitudes toward speakers of English as a native language and the Argentine people. However, it is important to note, that, to obtain the mean for each of the attributes, the choice of "don't know/no answer" in the Likert-scale was not calculated.

For the purposes of this analysis, the questionnaire respondents were again divided into the three different motivation orientation groups, namely, instrumental-integrative, composed of 32 respondents, instrumental, composed of 50 respondents, and integrative, composed of six respondents.

The group with an instrumental orientation for studying EFL gave higher ratings to the Argentine people on personal traits like "interesting," "friendly," "intelligent," and "handsome." Native speakers of English received higher ratings for negative traits like "boring," "close-minded," "unfriendly," "stupid," and "ugly." Native speakers of English also received higher ratings for positive traits like "sincere," "stable," "hardworking," "calm," "successful," and "honest." Moreover, Argentine people received higher ratings for negative personal traits like "dishonest," "unstable," "lazy," "nervous," and

"unsuccessful." From this analysis, it is possible to conclude that the people in the instrumental group value in the Argentine people traits related to personal appearance and affability while native speakers of English are appreciated for traits which can be associated with economic success and societal values which, these days, in the eyes of the students of EFL, are not present in the Argentine society.

Similar to the group with an instrumental orientation for studying English, the group with an instrumental-integrative orientation gave higher ratings to the Argentine people on personal traits like "interesting," "broad-minded," "friendly," "intelligent," and "handsome." Similarly, native speakers of English received higher ratings for negative personal traits like "boring," "close-minded," "unfriendly," "insincere," and "ugly." However, the students of EFL gave higher ratings to native speakers of English in traits which, in my opinion, from the Argentine people's point of view, might be desirable to have in the Argentine society and may be directly or indirectly related to economic concerns which the Argentine people have at the present moment. These traits were "stable," "hardworking," "calm," "successful," and "honest." In like

manner, Argentine students of EFL gave higher ratings to the Argentine people in negative traits like "unstable," "lazy," "nervous," "unsuccessful," and "dishonest." Although it cannot be explained with certainty, these higher ratings for the Argentine people in the above mentioned attributes may be partially explained by the fact that these traits are societal characteristics which are disliked by the Argentine people. The tables titled "Means and Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation See Argentine People and Native Speakers of English" and "Means and Standard Deviations of Attributes in Relation to How the 32 Respondents Characterized as Having Instrumental-integrative Motivation See Argentine People and Native Speakers of English" can be found in Appendices J and K.

Furthermore, by comparing the means given to native speakers of English by female and male respondents in the group with an instrumental-integrative orientation and the group with an instrumental orientation, it was possible to draw indirect conclusions regarding gender and the attitudes of EFL students toward the target group. When looking at the target group, female respondents in the group with an instrumental-integrative orientation gave higher ratings

than male respondents to the following attributes:
"friendly," "unfriendly," "sincere," "insincere,"
"hardworking," "lazy," "honest," and "successful." It is
clear that some of the results are contradictory since
antonyms like "friendly," and "unfriendly," "sincere" and
"insincere" and "hardworking," and "lazy" received higher
ratings. Male respondents in the same group gave higher
ratings than female respondents to the following attributes:
"interesting," "boring," "broad-minded," "stupid,"
"dishonest," "ugly," and "unsuccessful." Again,
contradicting results appeared for "interesting," and
"boring." Although it would appear that male respondents
have more definite attitudes toward native speakers of
English in the sense that they did not indicate so many
contradictions in their responses, no clear tendencies seem
to appear in the findings presented in this paragraph;
therefore, further investigation will be needed to obtain
more conclusive results.

When the responses of females in the instrumental group
were analyzed, it was found that females rated native
speakers of English higher than males in the following
attributes: "handsome," "ugly," "nervous," "lazy," "hard-
working," "successful," "lazy," "honest," and "sincere."

Male respondents rated the following attributes higher than females respondents: "intelligent," "stupid," "interesting," "boring," "unstable," "unsuccessful," "dishonest," "broad-minded," "close-minded," "insincere," and "calm." In this case, male respondents seemed to contradict themselves in their responses, since antonyms like "intelligent" and "stupid," "interesting," and "boring," "broad-minded," and "close-minded," received higher ratings. Since these results are rather contradictory, further investigation is necessary. The tables titled "Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental Motivation See Argentine People," "Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental Motivation See Native Speakers of English," "Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental-integrative Motivation See Argentine People," and "Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental-integrative Motivation See Native Speakers of English," can be found in Appendices L through O.

When the means for the different attributes were analyzed in terms of the three age groups (respondents under 25, respondents between 25 and 40 and respondents over 40) represented in the group with an instrumental-integrative orientation and an instrumental orientation, interesting results regarding attitudes toward Argentine people and native speakers of English interesting results were found. In general, all three age groups in both motivation orientation groups, gave higher ratings to Argentine people in positive personal traits like "interesting," "broad-minded," "friendly," "intelligent," and "handsome." In like manner, native speakers of English received higher ratings for the corresponding antonyms, namely, "close-minded," "unfriendly," and "ugly." Furthermore, Argentine people received higher ratings for negative attributes like "unstable," "lazy," "nervous," and "unsuccessful." Conversely, native speakers of English received higher ratings for "stable," "hardworking," "calm," "successful," and "honest." Again, it could be concluded that Argentine students of EFL, regardless of age, admire in native speakers of English those characteristics which, in the EFL students' opinion, make the target society successful from an economic point of view. The tables titled "Means and

Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation, Divided into Three Age Groups See Argentine People," "Means and Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation, Divided into Three Age Groups, See Native Speakers of English," "Means and Standard Deviations of Attributes in Relation to How the 32 Respondents Characterized as Having Instrumental-integrative Motivation, Divided into Three Age Groups, See Argentine People," "Means and Standard Deviations of Attributes in Relation to How the 32 Respondents Characterized as Having Instrumental-integrative Motivation, Divided into Three Age Groups, See Native Speakers of English," can be found in Appendices P through S.

A two-tailed t-test was used to compare the means of the survey responses for the instrumental-integrative group and the instrumental group in terms of age, gender, length of time students have studied English, and level of proficiency in English. In each case, the rule in making the decision was to accept data significant at .05 level or below. In this way, the t-test would indicate whether there

was a statistically significant difference between the performance of the two motivation orientation groups.

No statistically significant difference at the .05 level was found when comparing the means of the instrumentally-integratively oriented group and the instrumentally oriented group in terms of age even when the age variable was divided into three different age brackets. In like manner, the same results were found for the means of the two motivation orientation groups in terms of length of time spent studying English and level of proficiency in English.

By contrast, when comparing the means between the two motivation orientation groups in terms of gender, a statistically significant difference at the .05 level was found for both male and female respondents. Furthermore, the same results were obtained when, this time, the mean of the instrumentally oriented group and the mean of the integratively oriented group in terms of level of proficiency in English were compared. However, since in this study the group with integrative motivation was too small, further analysis is necessary.

Based on the previous analysis, several points should be summarized. First, although Argentine students of EFL

were more instrumentally oriented toward the English language, a large number of students were also integratively oriented. However, the nature of such motivation should be further investigated. Second, female respondents seemed to be more instrumentally-integratively oriented toward the English language. In fact, this was confirmed by the chi-square result which indicated that there was a relationship between gender and instrumental-integrative orientation. The chi-square analysis also confirmed that there was a relationship between level of proficiency in English and instrumental motivation.

Concerning the EFL students' attitudes toward the target culture, from the results regarding age and motivation orientation, it is clear that Argentine students of EFL value those traits which at the present time the Argentine people feel are lacking in their society. Finally, it is important to indicate that a considerable number of students felt they did not have any attitudes toward native speakers of English because they in their own words "had never met a native speaker of English." The next chapter will include the conclusions for the present study and suggestions for future research.

CHAPTER 6

Conclusion

Limitations of Present Research

An important limitation in the present study was the lack of empirical validity and reliability of self-reported attitude questionnaires in general. Moreover, two possible sources of subjectivity which emerged in this study should be mentioned. First, the subjectivity in the interpretation of the different statements on the part of the students responding to the questionnaire, and, second, the subjectivity in the interpretation of the different questions on the part of this researcher.

Since the survey was administered in two language versions, English and Spanish, for those students who were asked to respond to the questionnaire in English, the instrument may have become a measure of language proficiency. In fact, if the students in the intermediate or advanced levels of proficiency in English, who completed the questionnaire in English, did not understand the instrument, their responses would be invalid, making the results of the present study unreliable.

An additional limitation could have existed in the sense that, when answering the questionnaire, those subjects with integrative motivation for studying English and positive attitudes toward native speakers of the target language could have felt some guilt in expressing their desire to integrate into the target culture.

Yet another limitation in the present study was the fact that the questionnaire was administered to a sample of convenience instead of using a stratified random sample, as had originally been planned. However, in this researcher's opinion, the students investigated for the purposes of this study, were found, to a large extent, to be representative of the students in similar programs not only in Buenos Aires but also in other Argentine provinces.

Furthermore, several respondents indicated that they had never met a native speaker of English, and consequently, they reported that this limited their ability to form an opinion about the target community. This factor could have created a negative attitude toward the questionnaire in that it may have produced frustration in such subjects.

Finally, it is possible that stereotypes of native speakers of the target language could have played a significant role in the formation of attitudes of the

students investigated in the present study. Specifically, students could have been influenced by stereotypes presented by the mass media, as opposed to having actual contact with native speakers of English.

Conclusions Based on the Findings

This study has revealed interesting aspects of the nature of 1) the motivation of Argentine students of EFL in Buenos Aires, Argentina for studying the target language; and, 2) the attitudes of Argentine students of EFL toward the people in their own culture as opposed to native speakers of English who live in English-speaking countries.

First, although a larger number of students than originally expected showed a motivation orientation for studying the English language which was both instrumental and integrative, adult students of EFL in Buenos Aires Argentina seemed to be more instrumentally oriented toward the English language. Furthermore, when the two motivation orientations were analyzed in terms of the means obtained by each of the 17 statements included in Part 1 of the questionnaire, it was noted that, in general, the instrumental reasons for studying EFL received higher ratings than the integrative reasons. This seems to confirm

the idea that, in the context of EFL in Buenos Aires, in general, instrumental reasons for studying EFL seem to be stronger than integrative reasons for studying EFL, even for those students who showed a motivation orientation which is both instrumental and integrative in nature.

Second, from the results of the study, it appeared that, although female and male respondents gave high ratings to instrumental reasons for studying EFL, male respondents seemed to be more interested in learning the English language for instrumental purposes like participating in meetings with English-speaking professionals, than female respondents, who also seemed interested in learning English for social purposes like gaining friends among English-speaking people. In fact, from the chi-square results it was found that there is a significant relationship at the .05 level between gender and instrumental-integrative motivation. Furthermore, when comparing the performances of the two motivation orientation groups in terms of gender, a statistically significant difference was found for female and male respondents. There was also found to exist a significant relationship for length of time studying English and beginning level of proficiency in the target language.

Third, regardless of age, both students with an instrumental orientation and students with an instrumental-integrative orientation for studying EFL seemed to admire in native speakers of English those traits which can be associated with economic success. When analyzing, by contrast, the attitudes of Argentine students of EFL toward the people in their own culture, Argentine students of EFL seemed to value the people in their own culture more than the people in the target culture in terms of personal traits related to appearance and affability.

As a consequence of these findings, it is expected that teachers at ICANA, and the teachers at other institutes similar to ICANA, in Buenos Aires and other Argentine provinces, will be able to develop an in-depth understanding of their students' motivation and attitudes toward the English language and native speakers of English.

Moreover, the instrument administered for the purposes of this study, could be used as a students' needs assessment tool which could help determine the nature of some of the topics to be introduced in the context of an EFL class which addresses the students' objectives. Regarding this study, since both motivation orientation groups investigated gave importance to the instrumental reasons for studying EFL,

special attention should be given, for example, to job-related topics in the context of an integrated-skills theme-based approach where, as Brinton, Snow, and Wesche (1989) explain, "the content is exploited and its use is maximized for the teaching of the skill areas" (p. 26). However, when developing the classroom materials, teachers should take into account the interest which female respondents share in terms of their desire to learn the English language for social purposes.

Additionally, when students were asked to respond to the questionnaire, several subjects explained that they had no attitudes toward native speakers of English who live in English-speaking countries because, in their words, "they had never met one." Therefore, in their classes, teachers should include the visits of native speakers of English to help students develop an outlook regarding people who speak the target language.

Suggestions for Future Research

This research represents a preliminary study of 1) the motivation for studying the English language of adult Argentine students of EFL; and, 2) the attitudes of Argentine students of EFL toward the people in their own

culture as opposed to the people who are native speakers of English and live in English-speaking countries.

Further research is needed to determine first, the relationship between attitudes and motivation and attained proficiency in EFL; and, second, the role of cultural distance having to do with the lack of contact with speakers of the target language. The latter may be an important factor in the formation of attitudes and motivation and attained proficiency in EFL.

A possible approach to investigating the students' attitudes and motivation would be to have the EFL teachers conduct a series of classroom activities whose objectives are clear only to the investigator. In fact, the activities should be designed in such a way that students would not view that the activities' purpose were to investigate their own attitudes and motivation. In this way, it is hoped that the approval motive and self-flattery would be avoided or minimized.

Another approach to investigating the students' attitudes and motivation would involve the administration of a questionnaire. It is important to remind the reader that, in the present investigation, to avoid negative feelings toward responding to a questionnaire in Spanish in the

students' EFL class, and at the request of the administration of ICANA, the instrument was written in two language versions, English and Spanish. However, to avoid language problems in future studies, the instruments to be used should be written in Spanish. In this way, the instrument would constitute a measure of motivation and attitudes and would not be a measure of proficiency in English.

However, this researcher would, before administering the questionnaire, conduct a study with Argentine students of EFL to determine to what extent they feel comfortable responding to a written questionnaire. Although the approval motive could play an important role in an oral interview, in the sense that it could limit the reliability of the study, in the Argentine culture it is more common to express ideas orally than in written form. Therefore, this writer hypothesizes that Argentine students of EFL would be more open to responding to an oral interview instead of a written questionnaire. In fact, this was supported by previous cultural experience with the Argentine culture and feedback from the ICANA faculty.

Furthermore, as a means of determining the students' proficiency in English and checking for students'

consistency in their responses to the questionnaire, future investigations could include the administration of a writing sample in the form of a classroom activity where the subjects, confronted with a hypothetical situation, would be able to share their motivation for studying EFL and their attitudes toward native speakers of English and the target language.

Moreover, in order to be able to generalize the results of future research in the area of attitudes and motivation, special attention should be paid to conducting a study which includes a stratified random sample. In this way, it will be possible to obtain a more accurate representation of the students who take classes of EFL in Argentina.

Finally, future research should focus on the investigation of the objectives of Argentine students of EFL and the development of possible programs and classroom topics tailored to the Argentine students' objectives.

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APPENDIX A

Language Study Survey

This is an anonymous survey. Please, do not write your name on this form.

Course Code:

Level:

Length of time you have studied English:

Age:

Sex: F M

Occupation:

Level of schooling in Spanish:

Primary
High School
University

Please, list all the reasons for your taking English classes this year and in previous years. Please, make your list as specific as possible. Do not worry about your grammar or writing complete sentences in your responses.

Thank you for your cooperation.

Adapted from Ely, C. (1986). Language learning motivation: a descriptive and casual analysis. The Modern Language Journal, 70 (1), 28-36.

APPENDIX B

Encuesta

Esta encuesta es anonima. Por favor, no escriba su nombre en este formulario.

Codigo de curso:

Nivel:

Cuanto hace que estudia ingles:

Edad:

Sexo: F M

Profesion u ocupacion:

Educacion en espanol:

Primaria: _____

Secundaria: _____

Universitaria: _____

Por favor, indique todas las razones por las que Ud. esta estudiando ingles actualmente y las razones por las que estudio ingles en el pasado. Sea lo mas especifico que pueda.

Gracias por su cooperacio'n.

Adapted from Ely, C. (1986). Language learning motivation: a descriptive and casual analysis. The Modern Language Journal, 70 (1), 28-36.

APPENDIX C

Motivation and Attitudes of English Language Students in

Buenos Aires, Argentina

Course Code: _____

Level: Beginning _____
Intermediate _____
Advanced _____

Please, complete or check the appropriate response to provide demographic information to assist in the analysis of the questionnaire.

Length of time you have studied English (count the time you have studied English outside ICANA): _____
(years/months)

Age: _____
(Years)

Gender: F ____ M ____

Occupation: _____

Level of Schooling in Spanish: Primary _____
Secondary _____
University _____

Please, indicate in the following lines your basic motivation for studying English as a foreign language _____

Survey Questions

PART 1

Please, rate the degree of importance to you of the following reasons for studying English. Indicate your answer by circling the number in the appropriate column. Remember that you can choose only one of the options:

I am studying English because	Not Appli- cable	Not Impor- tant	Slight- ly- Impor- tant	Moder- ately Impor- tant	Highly Impor- tant
	0	1	2	3	4
1. I want to use it to survive when I travel to an English- speaking country.	0	1	2	3	4
2. It will enable me to gain friends among English- speaking people.	0	1	2	3	4
3. I want to be able to speak with English -speaking colleagues and professionals from English -speaking countries in order to help me advance in my field.	0	1	2	3	4

I am studying English because	Not Appli- cable	Not Impor- tant	Slight- ly- Impor- tant	Moder- ately Impor- tant	Highly Impor- tant
	0	1	2	3	4
4. I need English to read texts which will keep me current in my profession.	0	1	2	3	4
5. It will allow me to meet and converse with more and varied English-speaking people.	0	1	2	3	4
6. I need English to be able to write reports/ articles concerning my profession/ job.	0	1	2	3	4
7. It should enable me to begin to think and behave as English- speaking people do	0	1	2	3	4
8. My job requires me to speak English often.	0	1	2	3	4

I am studying English because	Not Appli- cable	Not Impor- tant	Slight- ly- Impor- tant	Moder- ately Impor- tant	Highly Impor- tant
	0	1	2	3	4
9. I am planning to live in an English -speaking country and I want to survive.	0	1	2	3	4
10. English makes me a more qualified job candidate in my chosen field.	0	1	2	3	4
11. I want to be able to understand and read the news in English to keep current.	0	1	2	3	4
12. I need English in order to be able to study in an English -speaking country.	0	1	2	3	4
13. People who master the English language have more job opportunities	0	1	2	3	4

I am studying English because	Not Appli- cable	Not Impor- tant	Slight- ly- Impor- tant	Moder- ately Impor- tant	Highly Impor- tant
	0	1	2	3	4
14. I want to communicate with relatives/ friends who live in English- speaking countries.	0	1	2	3	4
15. I want to be able to speak with English- speaking colleagues and professionals from English -speaking countries in order to socialize with them.	0	1	2	3	4
16. I am planning to live in an English -speaking country and I want to socialize with English speakers.	0	1	2	3	4
17. I have to participate in meetings with professionals who only speak English.	0	1	2	3	4

PART 2

A

Below is a list of words. Read it and circle the answer that best describes Argentine people. Please, choose only one option.

Argentine people tend to be:

	Do Not Know	Strong- ly Disagree	Disagree	Agree	Strong- ly Agree
	0	1	2	3	4
1. Interesting	0	1	2	3	4
2. Close-minded	0	1	2	3	4
3. Friendly	0	1	2	3	4
4. Insincere	0	1	2	3	4
5. Stable	0	1	2	3	4
6. Intelligent	0	1	2	3	4
7. Lazy	0	1	2	3	4
8. Calm	0	1	2	3	4
9. Dishonest	0	1	2	3	4
10. Ugly	0	1	2	3	4
11. Broad-minded	0	1	2	3	4
12. Unstable	0	1	2	3	4
13. Stupid	0	1	2	3	4
14. Sincere	0	1	2	3	4
15. Successful	0	1	2	3	4
16. Nervous	0	1	2	3	4
17. Hardworking	0	1	2	3	4
18. Honest	0	1	2	3	4
19. Unfriendly	0	1	2	3	4
20. Handsome	0	1	2	3	4
21. Boring	0	1	2	3	4
22. Unsuccessful	0	1	2	3	4
23. Add your own:					

PART 2
B.

Below is a list of words. Read it and circle the answer that best describes people who speak English as a native language and live in English-speaking countries. Please, choose only one option.

Native speakers of English tend to be:

	Do Not Know	Strongly- Disagree	Disagree	Agree	Strongly Agree
	0	1	2	3	4
1. Interesting	0	1	2	3	4
2. Close-minded	0	1	2	3	4
3. Friendly	0	1	2	3	4
4. Insincere	0	1	2	3	4
5. Stable	0	1	2	3	4
6. Intelligent	0	1	2	3	4
7. Lazy	0	1	2	3	4
8. Calm	0	1	2	3	4
9. Dishonest	0	1	2	3	4
10. Ugly	0	1	2	3	4
11. Broad-minded	0	1	2	3	4
12. Unstable	0	1	2	3	4
13. Stupid	0	1	2	3	4
14. Sincere	0	1	2	3	4
15. Successful	0	1	2	3	4
16. Nervous	0	1	2	3	4
17. Hardworking	0	1	2	3	4
18. Honest	0	1	2	3	4
19. Unfriendly	0	1	2	3	4
20. Handsome	0	1	2	3	4
21. Boring	0	1	2	3	4
22. Unsuccessful	0	1	2	3	4
23. Add your own:					

APPENDIX D

Motivaciones y Actitudes de los Estudiantes de Ingles en
Buenos Aires, Argentina

Codigo de Curso: _____

Nivel: Elemental _____
Intermedio _____
Avanzado _____

Por favor, complete o marque con una cruz la informacion que corresponda en las oraciones a continuacion. Sus respuestas seran de maxima utilidad en el analisis del cuestionario.

Cuanto hace que estudia ingles? (Cuenta el periodo de tiempo que Ud. estudio afuera de ICANA): _____
(anos/meses)

Edad: _____
(Anos)

Sexo: F _____ M _____

Ocupacion o Profesion: _____

Educacion: Primaria _____
Secundaria _____
Universidad _____

Por favor, indique a continuacion las razones por las que Ud. estudia ingles en la Argentina. _____

Cuestionario

1ra. PARTE

Por favor indique la importancia de los motivos por los que Ud. esta estudiando ingles. Haga un circulo alrededor del numero que corresponda. Recuerde que solamente puede elegir una de las opciones:

Estoy estudiando
ingles porque:

	No Corres- ponde	No Impor- ta	Poco Impor- tante	Mode- rada- mente Impor- tante	Suma- mente Impor- tante
	0	1	2	3	4
1. Quiero hablarlo para poder sobrevivir cuando viaje a un pais de lengua inglesa.	0	1	2	3	4
2. El ingles me facilitara hacer amigos entre gente de habla inglesa.	0	1	2	3	4
3. Quiero comunicarme con colegas y profesionales de habla inglesa para poder avanzar en mi profesion.	0	1	2	3	4
4. Necesito el ingles para leer textos que me mantengan al dia en mi profesion.	0	1	2	3	4
5. El ingles me permite conocer y socializar con mas gente de habla inglesa.	0	1	2	3	4

Estoy estudiando
ingles porque:

	No Corres- ponde	No Impor- ta	Poco Impor- tante	Mode- rada- mente Impor- tante	Suma- mente Impor- tante
	0	1	2	3	4
6. Necesito el ingles para escribir informes y articulos relacionados con mi profesion/ocupacion.	0	1	2	3	4
7. El ingles me permite pensar y actuar como la gente de habla inglesa.	0	1	2	3	4
8. Mi profesion/ocupacion requiere que hable ingles muy seguido.	0	1	2	3	4
9. Estoy planeando vivir en un pais de habla inglesa y quiero poder sobrevivir.	0	1	2	3	4
10. Si manejo el ingles soy un candidato laboral mejor preparado.	0	1	2	3	4
11. Quiero poder entender y leer las noticias en ingles para mantenerme actualizado.	0	1	2	3	4
12. Necesito el ingles para poder estudiar en un pais de habla inglesa.	0	1	2	3	4

Estoy estudiando
ingles porque:

	No Corres- ponde	No Impor- ta	Poco Impor- tante	Mode- rada- mente Impor- tante	Suma- mente Impor- tante
	0	1	2	3	4
13. Las personas que saben ingles tienen mas oportunidades laborales	0	1	2	3	4
14. Quiero comunicarme con amigos y parien- tes que viven en países de habla inglesa.	0	1	2	3	4
15. Quiero poder comu- nicarme con cole- gas y profesionales de habla inglesa con el fin de socializar con ellos.	0	1	2	3	4
16. Estoy planeando vi- vir en un país de habla inglesa y quiero poder socializar con los hablantes de ingles.	0	1	2	3	4
17. Tengo que participar en reuniones con profesionales que solo hablan ingles.	0	1	2	3	4

2nda Parte
A

Lea la lista a continuacion y marque un circulo alrededor de la respuesta que corresponde a lo que Ud. piensa sobre los argentinos. Por favor, elija solo una posibilidad.

Los argentinos tienen tendencia a ser:	No Se	Rotun- damen- te en Desa- cuerdo	En Desa- cuerdo	De Acuer- do	Rotun- damen- te de Acuerdo
	0	1	2	3	4
1. Interesantes	0	1	2	3	4
2. Cerrados	0	1	2	3	4
3. Amistosos	0	1	2	3	4
4. Falsos	0	1	2	3	4
5. Estables	0	1	2	3	4
6. Inteligentes	0	1	2	3	4
7. Haraganes	0	1	2	3	4
8. Tranquilos	0	1	2	3	4
9. Deshonestos	0	1	2	3	4
10. Feos	0	1	2	3	4
11. Abiertos	0	1	2	3	4
12. Inestables	0	1	2	3	4
13. Tontos	0	1	2	3	4
14. Sinceros	0	1	2	3	4
15. Exitosos	0	1	2	3	4
16. Nerviosos	0	1	2	3	4
17. Trabajadores	0	1	2	3	4
18. Honestos	0	1	2	3	4
19. Hostiles	0	1	2	3	4
20. Elegantes	0	1	2	3	4
21. Aburridos	0	1	2	3	4
22. Fracasados	0	1	2	3	4

23. Incluya un adjetivo de su eleccion: _____
Muchas gracias por su cooperacion.

2nda. PARTE

B.

Lea la lista a continuacion y marque un círculo alrededor de la respuesta que corresponde a lo que Ud. piensa sobre la gente que habla ingles como su primera lengua y vive en paises de habla inglesa. Por favor, elija solo una posibilidad.

La gente que habla ingles como su primera lengua y vive en paises de habla inglesa tiene tendencia a ser:

	No Se	Rotun- damente en Desa- cuerdo	En Desa- cuerdo	De Acuer- do	Rotun- damente de Acuerdo
	0	1	2	3	4
1. Interesante	0	1	2	3	4
2. Cerrada	0	1	2	3	4
3. Amistosa	0	1	2	3	4
4. Falsa	0	1	2	3	4
5. Estable	0	1	2	3	4
6. Inteligente	0	1	2	3	4
7. Haragana	0	1	2	3	4
8. Tranquila	0	1	2	3	4
9. Deshonesta	0	1	2	3	4
10. Fea	0	1	2	3	4
11. Abierta	0	1	2	3	4
12. Inestable	0	1	2	3	4
13. Tonta	0	1	2	3	4
14. Sincera	0	1	2	3	4
15. Exitosa	0	1	2	3	4
16. Nerviosa	0	1	2	3	4
17. Trabajadora	0	1	2	3	4
18. Honesta	0	1	2	3	4
19. Hostil	0	1	2	3	4
20. Elegante	0	1	2	3	4
21. Aburrida	0	1	2	3	4
22. Fracasada	0	1	2	3	4

23. Incluya un adjetivo de su eleccion: _____

Muchas gracias por su cooperacion.

APPENDIX E

Demographic Information Concerning the Three Motivation Orientation Groups

	<u>Instrumental-integrative</u>	<u>Instrumental</u>	<u>Integrative</u>
<u>Base Respondents</u>	32	50	6
<u>Age</u>			
Under 25	14 (44%)	28 (56%)	3 (50%)
25 to 40	15 (47%)	16 (32%)	2 (33%)
41 and over	2 (6%)	5 (10%)	1 (17%)
No answer	1 (3%)		
<u>Gender</u>			
Female	20 (63%)	20 (40%)	4 (66%)
Male	12 (38%)	30 (60%)	2 (33%)
<u>Occupation</u>			
Students	11 (34%)	25 (50%)	3 (50%)
Professionals	8 (25%)	19 (38%)	1 (17%)
Other	12 (38%)	5 (10%)	1 (17%)
No answer	1 (3%)	1 (2%)	1 (17%)
<u>Level of Schooling</u>			
University	24 (75%)	41 (82%)	4 (66%)
High School	8 (25%)	9 (18%)	2 (33%)
<u>Language</u>			
English	25 (78%)	33 (66%)	6 (100%)
Spanish	7 (22%)	17 (34%)	
<u>Level</u>			
Beginning	8 (25%)	16 (32%)	
Intermediate	15 (47%)	18 (36%)	1 (17%)
Advanced	9 (28%)	16 (32%)	5 (83%)
<u>Months Studying English</u>			
63 or More	17 (53%)	26 (52%)	2 (33%)
Less Than 63	15 (47%)	19 (38%)	3 (50%)
No answer		5 (10%)	

APPENDIX F

Responses of Males and Females in the Instrumental Group and the Instrumental-integrative Group to the Instrumental Statements in Part 1 of the Questionnaire

Statement 1: "I want to use English to survive when I
travel to an English-speaking country."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	30 100%	19 95%	12 100%	20 20%
Highly important	13	9	9	18
(+4)	43%	45%	75%	90%
Moderately important	14	8	2	2
(+3)	47%	40%	17%	10%
Slightly important	3	2	1	-
(+2)	10%	10%	8%	-
<u>Not important</u>	-	-	-	-
(+1)	-	-	-	-
<u>Not applicable</u>	-	1	-	-
	-	5%	-	-
Mean	3.3	3.4	3.7	3.9
Standard Deviation	.65	.67	.62	.30
Standard Error of Measurement	.12	.15	.18	.07

Statement 3: "I want to be able to speak with English speaking colleagues and professionals from English-speaking countries in order to help me advance in my field."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	30 100%	20 100%	12 100%	19 95%
Highly important (+4)	21 70%	15 75%	9 75%	14 70%
Moderately important (+3)	9 30%	4 20%	2 17%	4 20%
Slightly important (+2)	-	1 5%	1 8%	1 5%
<u>Not important</u> (+1)	-	-	-	-
<u>Not applicable</u>	-	-	-	1 5%
Mean	3.7	3.7	3.7	3.7
Standard Deviation	.46	.56	.62	.57
Standard Error of Measurement	.08	.12	.18	.13

Statement 4: "I need English to read texts which will keep me current in my profession."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	30 100%	18 90%	12 100%	19 95%
Highly important (+4)	24 80%	13 65%	9 75%	12 60%
Moderately important (+3)	6 20%	4 20%	2 17%	4 20%
Slightly important (+2)	-	1 5%	1 8%	3 15%
<u>Not important</u> (+1)	-	1 5%	-	-
<u>Not applicable</u>	-	1 5%	-	1 5%
Mean	3.8	3.5	3.7	3.5
Standard Deviation	.40	.82	.62	.75
Standard Error of Measurement	.07	.19	.18	.17

Statement 6: "I need English to be able to write reports/articles concerning my profession/job."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	26 87%	15 75%	11 92%	18 90%
Highly important (+4)	10 33%	5 25%	8 67%	12 60%
Moderately important (+3)	8 27%	4 20%	1 8%	4 20%
Slightly important (+2)	8 27%	6 30%	2 17%	2 10%
<u>Not important</u> (+1)	1 3%	1 5%	1 8%	- -
<u>Not applicable</u>	3 10%	4 20%	- -	2 10%
Mean	3.0	2.8	3.3	3.6
Standard Deviation	.90	.95	1.03	.68
Standard Error of Measurement	.17	.24	.30	.16

Statement 8: "My job requires me to speak English often."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	26 87%	16 80%	11 92%	17 85%
Highly important (+4)	14 47%	5 25%	8 67%	5 25%
Moderately important (+3)	11 37%	5 25%	2 17%	10 50%
Slightly important (+2)	1 3%	6 30%	1 8%	2 10%
<u>Not important</u> (+1)	1 3%	2 10%	1 8%	2 10%
<u>Not applicable</u>	3 10%	2 10%	- -	1 5%
Mean	3.4	2.7	3.4	2.9
Standard Deviation	.73	.99	.95	.89
Standard Error of Measurement	.14	.23	.28	.20

Statement 9: "I am planning to live in an English-speaking country and I want to survive."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	10 33%	2 10%	9 75%	10 50%
Highly important (+4)	2 7%	1 5%	4 33%	7 35%
Moderately important (+3)	5 17%	1 5%	4 33%	3 15%
Slightly important (+2)	3 10%	- -	1 8%	- -
<u>Not important</u> (+1)	9 30%	6 30%	- -	4 20%
<u>Not applicable</u>	11 37%	12 60%	3 25%	6 30%
Mean	2.0	1.6	3.3	2.9
Standard Deviation	1.08	1.11	.67	1.28
Standard Error of Measurement	.25	.39	.22	.34

Statement 10: "English makes me a more qualified job candidate in my chosen field."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	27 90%	18 90%	12 100%	19 95%
Highly important (+4)	12 40%	13 65%	10 83%	15 75%
Moderately important (+3)	11 37%	5 25%	2 17%	3 15%
Slightly important (+2)	4 13%	-	-	1 5%
<u>Not important</u> (+1)	2 7%	1 5%	-	-
<u>Not applicable</u>	1 3%	1 5%	-	1 5%
Mean	3.1	3.6	3.8	3.7
Standard Deviation	.90	.75	.37	.55
Standard Error of Measurement	.17	.17	.11	.13

Statement 11: "I want to be able to understand and read the news in English to keep current."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	26 87%	17 85%	12 100%	20 100%
Highly important (+4)	7 23%	9 45%	9 75%	13 65%
Moderately important (+3)	13 43%	5 25%	2 17%	7 35%
Slightly important (+2)	6 20%	3 15%	1 8%	-
<u>Not important</u> (+1)	2 7%	2 10%	-	-
<u>Not applicable</u>	2 7%	1 5%	-	-
Mean	2.9	3.1	3.7	3.6
Standard Deviation	.86	1.02	.62	.48
Standard Error of Measurement	.16	.23	.18	.11

Statement 12: "I need English in order to be able to study
in an English-speaking country."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	24 80%	14 70%	11 92%	18 90%
Highly important (+4)	10 33%	5 25%	9 75%	12 60%
Moderately important (+3)	10 33%	7 35%	2 17%	4 20%
Slightly important (+2)	4 13%	2 10%	-	2 10%
<u>Not important</u> (+1)	2 7%	2 10%	-	2 10%
<u>Not applicable</u>	4 13%	4 20%	1 8%	-
Mean	3.1	2.9	3.8	3.3
Standard Deviation	.92	.97	.39	1.00
Standard Error of Measurement	.18	.24	.12	.22

Statement 13: "People who master the English language have more job opportunities."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	29 97%	20 100%	12 100%	19 95%
Highly important (+4)	13 43%	15 75%	7 58%	18 90%
Moderately important (+3)	12 40%	3 15%	4 33%	1 5%
Slightly important (+2)	4 13%	2 10%	1 8%	-
<u>Not important</u> (+1)	-	-	-	-
<u>Not applicable</u>	1 3%	-	-	1 5%
Mean	3.3	3.6	3.5	3.9
Standard Deviation	.70	.65	.65	.22
Standard Error of Measurement	.13	.15	.19	.05

Statement 17: "I have to participate in meetings with professionals who only speak English."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	19 63%	14 70%	12 100%	16 80%
Highly important (+4)	10 33%	3 15%	10 83%	10 50%
Moderately important (+3)	7 23%	6 30%	2 17%	6 30%
Slightly important (+2)	2 7%	5 25%	- -	- -
<u>Not important</u> (+1)	7 23%	3 15%	- -	2 10%
<u>Not applicable</u>	4 13%	3 15%	- -	2 10%
Mean	2.8	2.5	3.8	3.3
Standard Deviation	1.22	.98	.37	.94
Standard Error of Measurement	.24	.24	.11	.22

APPENDIX G

Responses of Males and Females in the Instrumental Group and the Instrumental-integrative Group to the Integrative Questions in Part 1 of the Questionnaire

Statement 2: "English will enable me to gain friends among
English-speaking people."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	20 67%	15 75%	12 100%	20 100%
Highly important (+4)	1 3%	4 20%	5 42%	11 55%
Moderately important (+3)	6 20%	5 25%	4 33%	7 35%
Slightly important (+2)	13 43%	6 30%	3 25%	2 10%
<u>Not important</u> (+1)	8 27%	3 15%	- -	- -
<u>Not applicable</u>	2 7%	2 7%	- -	- -
Mean	2.0	2.6	3.2	3.5
Standard Deviation	.80	1.01	.80	.67
Standard Error of Measurement	.15	.24	.23	.15

141

Statement 5: "English will allow me to meet and converse with more and varied English-speaking people."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	25 83%	18 90%	11 92%	20 100%
Highly important (+4)	3 10%	5 25%	8 67%	16 80%
Moderately important (+3)	9 30%	8 40%	3 25%	4 20%
Slightly important (+2)	13 43%	5 25%	- -	- -
<u>Not important</u> (+1)	4 13%	2 10%	- -	- -
<u>Not applicable</u>	1 3%	- -	1 8%	- -
 Mean	 2.4	 2.8	 3.7	 3.8
Standard Deviation	.85	.93	.45	.40
Standard Error of Measurement	.16	.21	.13	.09

Statement 7: "English will enable me to begin to think and behave as English-speaking people do."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	11 37%	6 30%	8 67%	17 85%
Highly important (+4)	- -	1 5%	4 33%	4 20%
Moderately important (+3)	2 7%	- -	3 25%	6 30%
Slightly important (+2)	9 30%	5 25%	1 8%	7 35%
<u>Not important</u> (+1)	7 23%	7 35%	1 8%	2 10%
<u>Not applicable</u>	12 40%	7 35%	3 25%	1 5%
Mean	1.7	1.6	3.1	2.6
Standard Deviation	.65	.84	.99	.93
Standard Error of Measurement	.15	.23	.33	.21

Statement 14: "I want to communicate with relatives/friends
who live in English-speaking countries."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	7 23%	8 40%	12 100%	19 95%
Highly important (+4)	- -	2 10%	4 33%	14 70%
Moderately important (+3)	4 13%	3 15%	6 50%	4 20%
Slightly important (+2)	3 10%	3 15%	2 17%	1 5%
<u>Not important</u> (+1)	5 17%	6 30%	- -	- -
<u>Not applicable</u>	18 60%	6 30%	- -	1 5%
 Mean	 1.9	 2.1	 3.2	 3.7
Standard Deviation	.86	1.10	.69	.57
Standard Error of Measurement	.25	.29	.20	.13

Statement 15: "I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to socialize with them."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	20 67%	18 90%	12 100%	20 100%
Highly important (+4)	5 17%	4 20%	3 25%	16 80%
Moderately important (+3)	10 33%	9 45%	7 58%	4 20%
Slightly important (+2)	5 17%	5 25%	2 17%	-
<u>Not important</u> (+1)	7 23%	1 5%	-	-
<u>Not applicable</u>	3 10%	1 5%	-	-
Mean	2.5	2.8	3.1	3.8
Standard Deviation	1.07	.81	.64	.40
Standard Error of Measurement	.21	.19	.18	.09

Statement 16: "I am planning to live in an English-speaking country and I want to socialize with English speakers."

	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Important (Net)</u>	9 30%	3 15%	11 92%	13 65%
Highly important (+4)	- -	- -	6 50%	9 45%
Moderately important (+3)	2 7%	2 10%	5 42%	1 5%
Slightly important (+2)	7 23%	1 5%	- -	3 15%
<u>Not important (+1)</u>	8 27%	7 35%	- -	2 10%
<u>Not applicable</u>	13 43%	10 50%	1 8%	5 25%
 Mean	 1.6	 1.5	 3.5	 3.1
Standard Deviation	.68	.81	.50	1.15
Standard Error of Measurement	.17	.25	.15	.30

APPENDIX H

Responses of Males and Females in the Instrumental Group and the Instrumental-integrative Group in Relation to the Attributes for Argentine People and Native Speakers of English Included in Part 2 of the Questionnaire

Argentine People Interesting	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	22 73%	14 70%	8 67%	16 80%
Strongly agree (+4)	4 13%	1 5%	1 8%	4 20%
Agree (+3)	18 60%	13 65%	7 58%	12 60%
<u>Disagree (Net)</u>	4 13%	- -	1 8%	1 5%
Disagree (+2)	3 10%	- -	1 8%	- -
Strongly disagree (+1)	1 3%	- -	- -	1 5%
Do not know/ No answer	4 13%	6 30%	3 25%	3 15%
Mean	3.0	3.1	3.0	3.1
Standard Deviation	.65	.26	.47	.68
Standard Error of Measurement	.13	.07	.16	.16

Native Speakers of English <u>Interesting</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	16 53%	10 50%	9 75%	12 60%
Strongly agree (+4)	1 3%	- -	- -	2 10%
Agree (+3)	15 50%	10 50%	9 75%	10 50%
<u>Disagree (Net)</u>	4 13%	3 15%	- -	3 15%
Disagree (+2)	3 10%	2 10%	- -	3 15%
Strongly disagree (+1)	1 3%	1 5%	- -	- -
Do not know/ No answer	10 33%	7 35%	3 25%	5 25%
Mean	2.8	2.7	3.0	2.9
Standard Deviation	.60	.61	-	.57
Standard Error of Measurement	.13	.17	.-	.15

Argentine People <u>Close-minded</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	10 33%	2 10%	4 33%	6 30%
Strongly agree (+4)	2 7%	- -	1 8%	- -
Agree (+3)	8 27%	2 10%	3 25%	6 30%
<u>Disagree (Net)</u>	15 50%	15 75%	8 67%	11 55%
Disagree (+2)	10 33%	11 55%	5 42%	8 40%
Strongly disagree (+1)	5 17%	4 20%	3 25%	3 15%
Do not know/ No answer	5 17%	3 15%	- -	3 15%
Mean	2.3	1.9	2.2	2.2
Standard Deviation	.87	.58	.90	.71
Standard Error of Measurement	.17	.14	.26	.17

Native Speakers of English <u>Close-minded</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	9 30%	6 30%	3 25%	4 20%
Strongly agree (+4)	2 7%	1 5%	1 8%	- -
Agree (+3)	7 23%	5 25%	2 17%	4 20%
<u>Disagree (Net)</u>	7 23%	5 25%	7 58%	9 45%
Disagree (+2)	5 17%	4 20%	6 50%	8 40%
Strongly disagree (+1)	2 7%	1 5%	1 8%	1 5%
Do not know/ No answer	14 47%	9 45%	2 17%	7 35%
Mean	2.6	2.5	2.3	2.2
Standard Deviation	.86	.78	.78	.58
Standard Error of Measurement	.22	.24	.25	.16

Argentine People Friendly	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	26 87%	18 90%	10 83%	18 90%
Strongly agree (+4)	9 30%	3 15%	5 42%	5 25%
Agree (+3)	17 57%	15 75%	5 42%	13 65%
<u>Disagree (Net)</u>	1 3	1 5	- -	2 10%
Disagree (+2)	- -	1 5%	- -	1 5%
Strongly disagree (+1)	1 3%	- -	- -	1 5%
Do not know/ No answer	3 10%	1 5%	2 17%	- -
Mean	3.3	3.1	3.5	3.1
Standard Deviation	.64	.45	.50	.70
Standard Error of Measurement	.12	.10	.16	.16

Native Speakers of English <u>Friendly</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	10 33%	7 35%	5 42%	9 45%
Strongly agree (+4)	1 3%	- -	- -	2 10%
Agree (+3)	9 30%	7 35%	5 42%	7 35%
<u>Disagree (Net)</u>	10 33%	6 30%	6 50%	4 20%
Disagree (+2)	9 30%	6 30%	4 33%	4 20%
Strongly disagree (+1)	1 3%	- -	2 17%	- -
Do not know/ No answer	10 33%	7 35%	1 8%	7 35%
Mean	2.5	2.5	2.3	2.8
Standard Deviation	.67	.50	.75	.66
Standard Error of Measurement	.15	.14	.23	.18

Argentine People <u>Insincere</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	9 30%	3 15%	4 33%	4 20%
Strongly agree (+4)	2 7%	1 5%	- -	1 5%
Agree (+3)	7 23%	2 10%	4 33%	3 15%
<u>Disagree (Net)</u>	14 47%	11 55%	6 50%	14 70%
Disagree (+2)	12 40%	7 35%	4 33%	12 60%
Strongly disagree (+1)	2 7%	4 20%	2 17%	2 10%
Do not know/ No answer	7 23%	6 30%	2 17%	2 10%
Mean	2.4	2.0	2.2	2.2
Standard Deviation	.77	.85	.75	.69
Standard Error of Measurement	.16	.23	.24	.16

Native Speakers of English <u>Insincere</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	10 33%	3 15%	1 8%	2 10%
Strongly agree (+4)	3 10%	- -	- -	- -
Agree (+3)	7 23%	3 15%	1 8%	2 10%
<u>Disagree (Net)</u>	6 20%	5 25%	5 42%	10 50%
Disagree (+2)	6 20%	2 10%	3 25%	9 45%
Strongly disagree (+1)	- -	3 15%	2 17%	1 5%
Do not know/ No answer	14 47%	12 60%	6 50%	8 40%
Mean	2.8	2.0	1.8	2.1
Standard Deviation	.73	.87	.69	.49
Standard Error of Measurement	.18	.31	.28	.14

Argentine people <u>Stable</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	7 23%	6 30%	4 33%	4 20%
Strongly agree (+4)	1 3%	- -	1 8%	1 5%
Agree (+3)	6 20%	6 30%	3 25%	3 15%
<u>Disagree (Net)</u>	18 60%	8 40%	6 50%	12 60%
Disagree (+2)	12 40%	3 15%	4 33%	9 45%
Strongly disagree (+1)	6 20%	5 25%	2 17%	3 15%
Do not know/ No answer	5 17%	6 30%	2 17%	4 20%
Mean	2.1	2.1	2.3	2.1
Standard Deviation	.80	.88	.90	.78
Standard Error of Measurement	.16	.24	.28	.20

Native Speakers of English <u>Stable</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	14 47%	7 35%	9 75%	17 85%
Strongly agree (+4)	3 10%	3 15%	2 17%	1 5%
Agree (+3)	11 37%	4 20%	7 58%	16 80%
<u>Disagree (Net)</u>	2 7%	2 10%	1 8%	-
Disagree (+2)	1 3%	1 5%	-	-
Strongly disagree (+1)	1 3%	1 5%	1 8%	-
Do not know/ No answer	14 47%	11 55%	2 17%	3 15%
Mean	3.0	3.0	3.0	3.1
Standard Deviation	.71	.94	.77	.24
Standard Error of Measurement	.18	.31	.24	.06

Argentine People <u>Intelligent</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	24 80%	17 85%	8 67%	17 85%
Strongly agree (+4)	8 27%	3 15%	2 17%	9 45%
Agree (+3)	16 53%	14 70%	6 50%	8 40%
<u>Disagree (Net)</u>	2 7%	1 5%	2 17%	- -
Disagree (+2)	2 7%	- -	2 17%	- -
Strongly disagree (+1)	- -	1 5%	- -	- -
Do not know/ No answer	4 13%	2 10%	2 17%	3 15%
Mean	3.2	3.1	3.0	3.5
Standard Deviation	.58	.62	.63	.50
Standard Error of Measurement	.11	.15	.20	.12

Native Speakers of English <u>Intelligent</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	13 43%	11 55%	8 67%	16 80%
Strongly agree (+4)	3 10%	1 5%	- -	6 30%
Agree (+3)	10 33%	10 50%	8 67%	10 50%
<u>Disagree (Net)</u>	4 13%	2 10%	1 8%	1 5%
Disagree (+2)	4 13%	1 5%	- -	1 5%
Strongly disagree (+1)	- -	1 5%	1 8%	- -
Do not know/ No answer	13 43%	7 35%	3 25%	3 15%
Mean	2.9	2.8	2.8	3.3
Standard Deviation	.64	.66	.63	.57
Standard Error of Measurement	.15	.18	.21	.14

Argentine People <u>Lazy</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	21 70%	11 55%	5 42%	11 55%
Strongly agree (+4)	6 20%	2 10%	2 17%	- -
Agree (+3)	15 50%	9 45%	3 25%	11 55%
<u>Disagree (Net)</u>	7 23%	7 35%	6 50%	6 30%
Disagree (+2)	4 13%	6 30%	4 33%	6 30%
Strongly disagree (+1)	3 10%	1 5%	2 17%	- -
Do not know/ No answer	2 7%	2 10%	1 8%	3 15%
Mean	2.9	2.7	2.5	2.6
Standard Deviation	.87	.75	.99	.48
Standard Error of Measurement	.17	.18	.30	.12

Native Speakers of English <u>Lazy</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	3 10%	4 20%	- -	2 10%
Strongly agree (+4)	- -	1 5%	- -	1 5%
Agree (+3)	3 10%	3 15%	- -	1 5%
<u>Disagree (Net)</u>	18 60%	8 40%	9 75%	13 65%
Disagree (+2)	14 47%	6 30%	8 67%	10 50%
Strongly disagree (+1)	4 13%	2 10%	1 8%	3 15%
Do not know/ No answer	9 30%	8 40%	3 25%	5 25%
Mean	2.0	2.3	1.9	2.0
Standard Deviation	.58	.83	.31	.73
Standard Error of Measurement	.13	.24	.10	.19

Argentine People Calm	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	8 27%	4 20%	4 33%	6 30%
Strongly agree (+4)	- -	1 5%	- -	1 5%
Agree (+3)	8 27%	3 15%	4 33%	5 25%
<u>Disagree (Net)</u>	15 50%	13 65%	6 50%	13 65%
Disagree (+2)	12 40%	11 55%	5 42%	13 65%
Strongly disagree (+1)	3 10%	2 10%	1 8%	- -
Do not know/ No answer	7 23%	3 15%	2 17%	1 5%
Mean	2.2	2.2	2.3	2.4
Standard Deviation	.66	.71	.64	.58
Standard Error of Measurement	.14	.17	.20	.13

Native Speakers of English <u>Calm</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	6 20%	3 15%	3 25%	9 45%
Strongly agree (+4)	2 7%	- -	- -	- -
Agree (+3)	4 13%	3 15%	3 25%	9 45%
<u>Disagree (Net)</u>	9 30%	7 35%	2 17%	6 30%
Disagree (+2)	7 23%	5 25%	2 17%	6 30%
Strongly disagree (+1)	2 7%	2 10%	- -	- -
Do not know/ No answer	15 50%	10 50%	7 58%	5 25%
Mean	2.4	2.1	2.6	2.6
Standard Deviation	.88	.70	.49	.49
Standard Error of Measurement	.23	.22	.22	.13

Argentine People Dishonest	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	11 37%	6 30%	4 33%	5 25%
Strongly agree (+4)	3 10%	- -	1 8%	- -
Agree (+3)	8 27%	6 30%	3 25%	5 25%
<u>Disagree (Net)</u>	14 47%	11 55%	6 50%	12 60%
Disagree (+2)	12 40%	9 45%	4 33%	8 40%
Strongly disagree (+1)	2 7%	2 10%	2 17%	4 20%
Do not know/ No answer	5 17%	3 15%	2 17%	3 15%
Mean	2.5	2.2	2.3	2.1
Standard Deviation	.81	.64	.90	.73
Standard Error of Measurement	.16	.16	.28	.18

Native Speakers of English Dishonest	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	4 13%	2 10%	1 8%	1 5%
Strongly agree (+4)	- -	- -	1 8%	- -
Agree (+3)	4 13%	2 10%	- 0	1 5%
<u>Disagree (Net)</u>	11 37%	6 30%	4 33%	11 55%
Disagree (+2)	10 33%	3 15%	3 25%	10 50%
Strongly disagree (+1)	1 3%	3 15%	1 8%	1 5%
Do not know/ No answer	15 50%	12 60%	7 58%	8 40%
Mean	2.2	1.9	2.2	2.0
Standard Deviation	.54	.78	.98	.41
Standard Error of Measurement	.14	.28	.44	.12

Argentine People Ugly	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	3 10%	2 10%	1 8%	2 10%
Strongly agree (+4)	2 7%	- -	- -	1 5%
Agree (+3)	1 3%	2 10%	1 8%	1 5%
<u>Disagree (Net)</u>	23 77%	14 70%	9 75%	17 85%
Disagree (+2)	11 37%	7 35%	6 50%	9 45%
Strongly disagree (+1)	12 40%	7 35%	3 25%	8 40%
Do not know/ No answer	4 13%	4 20%	2 17%	1 5%
Mean	1.7	1.7	1.8	1.7
Standard Deviation	.86	.68	.60	.78
Standard Error of Measurement	.17	.17	.19	.18

Native Speakers of English Ugly	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	7 23%	5 25%	2 17%	2 10%
Strongly agree (+4)	2 7%	- -	- -	- -
Agree (+3)	5 17%	5 25%	2 17%	2 10%
<u>Disagree (Net)</u>	10 33%	4 20%	5 42%	13 65%
Disagree (+2)	7 23%	3 15%	5 42%	11 55%
Strongly disagree (+1)	3 10%	1 5%	- -	2 10%
Do not know/ No answer	13 43%	11 55%	5 42%	5 25%
Mean	2.4	2.4	2.3	2.0
Standard Deviation	.90	.68	.45	.52
Standard Error of Measurement	.22	.23	.17	.13

Argentine People Broad-minded	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	13 43%	15 75%	6 50%	14 70%
Strongly agree (+4)	- -	2 10%	- -	4 20%
Agree (+3)	13 43%	13 65%	6 50%	10 50%
<u>Disagree (Net)</u>	10 33%	4 20%	3 25%	5 25%
Disagree (+2)	8 27%	4 20%	2 17%	5 25%
Strongly disagree (+1)	2 7%	- -	1 8%	- -
Do not know/ No answer	7 23%	1 5%	3 25%	1 5%
Mean	2.5	2.9	2.6	2.9
Standard Deviation	.65	.55	.68	.69
Standard Error of Measurement	.14	.13	.23	.16

Native Speakers of English Broad-minded	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	11 37%	4 20%	9 75%	12 60%
Strongly agree (+4)	1 3%	- -	2 17%	- -
Agree (+3)	10 33%	4 20%	7 58%	12 60%
<u>Disagree (Net)</u>	8 27%	7 35%	- -	6 30%
Disagree (+2)	7 23%	4 20%	- -	4 20%
Strongly disagree (+1)	1 3%	3 15%	- -	2 10%
Do not know/ No answer	11 37%	9 45%	3 25%	2 10%
Mean	2.6	2.1	3.2	2.6
Standard Deviation	.67	.79	.42	.68
Standard Error of Measurement	.15	.24	.14	.16

Argentine People <u>Unstable</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	18 60%	10 50%	7 58%	8 40%
Strongly agree (+4)	4 13%	1 5%	3 25%	- -
Agree (+3)	14 47%	9 45%	4 33%	8 40%
<u>Disagree (Net)</u>	5 17%	7 35%	3 25%	5 25%
Disagree (+2)	3 10%	5 25%	2 17%	4 20%
Strongly disagree (+1)	2 7%	2 10%	1 8%	1 5%
Do not know/ No answer	7 23%	3 15%	2 17%	7 35%
Mean	2.9	2.5	2.9	2.5
Standard Deviation	.80	.78	.94	.63
Standard Error of Measurement	.17	.19	.30	.18

Native Speakers of English <u>Unstable</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	4 13%	1 5%	-	1 5%
Strongly agree (+4)	-	1 5%	-	-
Agree (+3)	4 13%	-	-	-
<u>Disagree (Net)</u>	10 33%	6 30%	6 50%	13 65%
Disagree (+2)	8 27%	3 15%	5 42%	10 50%
Strongly disagree (+1)	2 7%	3 15%	1 8%	3 15%
Do not know/ No answer	16 53%	13 65%	6 50%	6 30%
Mean	2.1	1.9	1.8	1.9
Standard Deviation	.64	.99	.37	.52
Standard Error of Measurement	.17	.37	.15	.14

Argentine People <u>Stupid</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	6 20%	3 15%	3 25%	2 10%
Strongly agree (+4)	3 10%	- -	- -	- -
Agree (+3)	3 10%	3 15%	3 25%	2 10%
<u>Disagree (Net)</u>	17 57%	14 70%	7 58%	17 85%
Disagree (+2)	8 27%	7 35%	4 33%	9 45%
Strongly disagree (+1)	9 30%	7 35%	3 25%	8 40%
Do not know/ No answer	7 23%	3 15%	2 17%	1 5%
Mean	2.0	1.8	2.0	1.7
Standard Deviation	1.02	.73	.77	.65
Standard Error of Measurement	.21	.18	.24	.15

Native Speakers of English <u>Stupid</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	3 10%	- -	2 17%	1 5%
Strongly agree (+4)	1 3%	- -	1 8%	- -
Agree (+3)	2 7%	- -	1 8%	1 5%
<u>Disagree (Net)</u>	13 43%	12 60%	8 67%	7 65%
Disagree (+2)	11 37%	8 40%	8 67%	7 35%
Strongly disagree (+1)	2 7%	4 20%	- -	6 30%
Do not know/ No answer	14 47%	8 40%	2 17%	6 30%
Mean	2.1	1.7	2.3	1.6
Standard Deviation	.70	.47	.64	.61
Standard Error of Measurement	.17	.14	.20	.16

Argentine People <u>Sincere</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	13 43%	9 45%	5 42%	14 70%
Strongly agree (+4)	1 3%	2 10%	1 8%	1 5%
Agree (+3)	12 40%	7 35%	4 33%	13 65%
<u>Disagree (Net)</u>	11 37%	6 30%	3 25%	3 15%
Disagree (+2)	8 27%	6 30%	2 17%	3 15%
Strongly disagree (+1)	3 10%	- -	1 8%	- -
Do not know/ No answer	6 20%	5 25%	4 33%	3 15%
Mean	2.5	2.7	2.6	2.9
Standard Deviation	.76	.68	.86	.47
Standard Error of Measurement	.16	.18	.30	.11

Native Speakers of English <u>Sincere</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	7 23%	6 30%	5 42%	11 55%
Strongly agree (+4)	2 7%	- -	- -	- -
Agree (+3)	5 17%	6 30%	5 42%	11 55%
<u>Disagree (Net)</u>	7 23%	2 10%	1 8%	1 5%
Disagree (+2)	6 20%	1 5%	1 8%	1 5%
Strongly disagree (+1)	1 3%	1 5%	- -	- -
Do not know/ No answer	16 53%	12 60%	6 50%	8 40%
Mean	2.6	2.6	2.8	2.9
Standard Deviation	.82	.70	.37	.28
Standard Error of Measurement	.22	.25	.15	.08

Argentine People Successful	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	13 43%	10 50%	4 33%	14 70%
Strongly agree (+4)	2 7%	1 5%	- -	2 10%
Agree (+3)	11 37%	9 45%	4 33%	12 60%
<u>Disagree (Net)</u>	10 33%	7 35%	5 42%	2 10%
Disagree (+2)	10 33%	7 35%	3 25%	2 10%
Strongly disagree (+1)	- -	- -	2 17%	- -
Do not know/ No answer	7 23%	3 15%	3 25%	4 20%
Mean	2.7	2.6	2.2	3.0
Standard Deviation	.63	.59	.79	.50
Standard Error of Measurement	.13	.14	.26	.13

Native Speakers of English <u>Successful</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	18 60%	13 65%	6 50%	18 90%
Strongly agree (+4)	3 10%	3 15%	2 17%	9 45%
Agree (+3)	15 50%	10 50%	4 33%	9 45%
<u>Disagree (Net)</u>	2 7%	- -	- -	- -
Disagree (+2)	1 3%	- -	- -	- -
Strongly disagree (+1)	1 3%	- -	- -	- -
Do not know/ No answer	10 33%	7 35%	6 50%	2 10%
Mean	3.0	3.2	3.3	3.5
Standard Deviation	.63	.42	.47	.50
Standard Error of Measurement	.14	.12	.19	.12

Argentine People Nervous	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	21 70%	14 70%	7 58%	15 75%
Strongly agree (+4)	6 20%	4 20%	- -	3 15%
Agree (+3)	15 50%	10 50%	7 58%	12 60%
<u>Disagree (Net)</u>	2 7%	2 10%	2 17%	1 5%
Disagree (+2)	2 7%	2 10%	2 17%	- -
Strongly disagree (+1)	- -	- -	- -	1 5%
Do not know/ No answer	7 23%	4 20%	3 25%	4 20%
Mean	3.2	3.1	2.8	3.1
Standard Deviation	.56	.60	.42	.66
Standard Error of Measurement	.12	.15	.14	.16

Native Speakers of English <u>Nervous</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	8 27%	6 30%	4 33%	4 20%
Strongly agree (+4)	- -	2 10%	2 17%	1 5%
Agree (+3)	8 27%	4 20%	3 17%	3 15%
<u>Disagree (Net)</u>	5 17%	3 15%	4 33%	8 40%
Disagree (+2)	3 10%	3 15%	3 25%	8 40%
Strongly disagree (+1)	2 7	- -	1 8%	- -
Do not know/ No answer	17 57%	11 55%	4 33%	8 40%
Mean	2.5	2.9	2.6	2.4
Standard Deviation	.75	.74	.99	.64
Standard Error of Measurement	.21	.25	.35	.18

Argentine People <u>Hardworking</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	15 50%	9 45%	3 25%	11 55%
Strongly agree (+4)	3 10%	3 15%	- -	1 5%
Agree (+3)	12 40%	6 30%	3 25%	10 50%
<u>Disagree (Net)</u>	10 33%	9 45%	8 67%	6 30%
Disagree (+2)	7 23%	7 35%	6 50%	4 20%
Strongly disagree (+1)	3 10%	2 10%	2 17%	2 10%
Do not know/ No answer	5 17%	2 10%	1 8%	3 15%
Mean	2.6	2.6	2.1	2.6
Standard Deviation	.85	.90	.67	.77
Standard Error of Measurement	.17	.21	.20	.19

Native Speakers of English <u>Hardworking</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	20 67%	12 60%	10 83%	18 90%
Strongly agree (+4)	2 7%	7 35%	2 17%	12 60%
Agree (+3)	18 60%	5 25%	8 67%	6 30%
<u>Disagree (Net)</u>	1 3%	1 5%	1 8%	- -
Disagree (+2)	1 3%	- -	1 8%	- -
Strongly disagree (+1)	- -	1 5%	- -	- -
Do not know/ No answer	9 30%	7 35%	1 8%	2 10%
Mean	3.0	3.4	3.1	3.7
Standard Deviation	.37	.84	.51	.47
Standard Error of Measurement	.08	.23	.16	.11

Argentine People Honest	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	12 40%	9 45%	5 42%	12 60%
Strongly agree (+4)	1 3%	1 5%	2 17%	- -
Agree (+3)	11 37%	8 40%	3 25%	12 60%
<u>Disagree (Net)</u>	9 30%	8 40%	4 33%	4 20%
Disagree (+2)	7 2	5 3	3 1	3 1
Strongly disagree (+1)	2 7%	3 15%	1 8%	1 5%
Do not know/ No answer	9 30%	3 15%	3 25%	4 20%
Mean	2.5	2.4	2.7	2.7
Standard Deviation	.73	.84	.94	.58
Standard Error of Measurement	.16	.20	.31	.15

Native Speakers of English <u>Honest</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	8 27%	7 35%	5 42%	12 60%
Strongly agree (+4)	- -	1 5%	- -	2 10%
Agree (+3)	8 27%	6 30%	5 42%	10 50%
<u>Disagree (Net)</u>	4 13%	1 5%	1 8%	1 5%
Disagree (+2)	2 7%	1 5%	1 8%	- -
Strongly disagree (+1)	2 7%	- -	- -	1 5%
Do not know/ No answer	18 60%	12 60%	6 50%	7 35%
Mean	2.5	3.0	2.8	3.0
Standard Deviation	.76	.50	.37	.68
Standard Error of Measurement	.22	.18	.15	.19

Argentine People <u>Unfriendly</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	4 13%	1 5%	3 25%	4 20%
Strongly agree (+4)	3 10%	- -	1 8%	2 10%
Agree (+3)	1 3%	1 5%	2 17%	2 10%
<u>Disagree (Net)</u>	24 80%	14 70%	9 75%	16 80%
Disagree (+2)	12 40%	10 50%	6 50%	12 60%
Strongly disagree (+1)	12 40%	4 20%	3 25%	4 20%
Do not know/ No answer	2 7%	5 25%	- -	- -
Mean	1.8	1.8	2.1	2.1
Standard Deviation	.93	.54	.86	.83
Standard Error of Measurement	.18	.14	.25	.19

Native Speakers of English <u>Unfriendly</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	7 23%	7 35%	1 8%	8 40%
Strongly agree (+4)	2 7%	- -	- -	1 5%
Agree (+3)	5 17%	7 35%	1 8%	7 35%
<u>Disagree (Net)</u>	12 40%	6 30%	7 58%	7 35%
Disagree (+2)	9 30%	5 25%	6 50%	6 30%
Strongly disagree (+1)	3 10%	1 5%	1 8%	1 5%
Do not know/ No answer	11 37%	7 35%	4 33%	5 25%
Mean	2.3	2.5	2.0	2.5
Standard Deviation	.86	.63	.50	.72
Standard Error of Measurement	.20	.18	.18	.19

Argentine People Handsome	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	24 80%	16 80%	8 67%	17 85%
Strongly agree (+4)	5 17%	5 25%	2 17%	8 40%
Agree (+3)	19 63%	11 55%	6 50%	9 45%
<u>Disagree (Net)</u>	- -	2 10%	2 17%	1 5%
Disagree (+2)	- -	1 5%	2 17%	- -
Strongly disagree (+1)	- -	1 5%	- -	1 5%
Do not know/ No answer	6 20%	2 10%	2 17%	2 10%
Mean	3.2	3.1	3.0	3.3
Standard Deviation	.41	.74	.63	.75
Standard Error of Measurement	.08	.17	.20	.18

Native Speakers of English <u>Handsome</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	6 20%	6 30%	6 50%	10 50%
Strongly agree (+4)	- -	2 10%	- -	1 5%
Agree (+3)	6 20%	4 20%	6 50%	9 45%
<u>Disagree (Net)</u>	12 40%	5 25%	2 17%	5 25%
Disagree (+2)	9 30%	3 15%	2 17%	5 25%
Strongly disagree (+1)	3 10%	2 10%	- -	- -
Do not know/ No answer	12 40%	9 45%	4 33%	5 25%
Mean	2.2	2.5	2.8	2.7
Standard Deviation	.69	.99	.43	.57
Standard Error of Measurement	.16	.30	.15	.15

Argentine People Boring	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	2 7%	2 10%	- -	3 15%
Strongly agree (+4)	- -	2 10%	- -	- -
Agree (+3)	2 7%	- -	- -	3 15%
<u>Disagree (Net)</u>	21 70%	14 70%	11 92%	16 80%
Disagree (+2)	14 47%	11 55%	9 75%	11 55%
Strongly disagree (+1)	7 23%	3 15%	2 17%	5 25%
Do not know/ No answer	7 23%	4 20%	1 8%	1 5%
Mean	1.8	2.1	1.8	1.9
Standard Deviation	.59	.83	.39	.64
Standard Error of Measurement	.12	.21	.12	.15

Native Speakers of English <u>Boring</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	5 17%	1 5%	1 8%	2 10%
Strongly agree (+4)	1 3%	- -	- -	- -
Agree (+3)	4 13%	1 5%	1 8%	2 10%
<u>Disagree (Net)</u>	11 37%	9 45%	8 67%	10 50%
Disagree (+2)	10 33%	7 35%	8 67%	9 45%
Strongly disagree (+1)	1 3%	2 10%	- -	1 5%
Do not know/ No answer	14 47%	10 50%	3 25%	8 40%
Mean	2.3	1.9	2.1	2.1
Standard Deviation	.68	.54	.31	.49
Standard Error of Measurement	.17	.17	.10	.14

Argentine People <u>Unsuccessful</u>	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	7 23%	7 35%	5 42%	4 20%
Strongly agree (+4)	- -	1 5%	1 8%	- -
Agree (+3)	7 23%	6 30%	4 33%	4 20%
<u>Disagree (Net)</u>	15 50%	9 45%	4 33%	10 50%
Disagree (+2)	11 37%	6 30%	3 25%	7 35%
Strongly disagree (+1)	4 13%	3 15%	1 8%	3 15%
Do not know/ No answer	8 27%	4 20%	3 25%	6 30%
Mean	2.1	2.3	2.6	2.1
Standard Deviation	.69	.85	.83	.70
Standard Error of Measurement	.15	.21	.28	.19

Native Speakers of English Unsuccessful	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
Total Respondents	30 100%	20 100%	12 100%	20 100%
<u>Agree (Net)</u>	1 3%	- -	- -	- -
Strongly agree (+4)	- -	- -	- -	- -
Agree (+3)	1 3%	- -	- -	- -
<u>Disagree (Net)</u>	15 50%	11 55%	6 50%	17 85%
Disagree (+2)	12 40%	8 40%	4 33%	11 55%
Strongly disagree (+1)	3 10%	3 15%	2 17%	6 30%
Do not know/ No answer	14 47%	9 45%	6 50%	3 15%
Mean	1.9	1.7	1.7	1.6
Standard Deviation	.48	.45	.47	.48
Standard Error of Measurement	.12	.13	.19	.12

APPENDIX I

Summary Means of the 17 Reasons for Studying EFL in Relation to How Male and Female Respondents in the Instrumental Group and in the Instrumental-integrative Group Answered Part 1 of the Questionnaire

Statements	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
1. "I want to use English to survive when I travel to an an English-speaking country."	3.33	3.37	3.67	3.90
3. "I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to help me advance in my field."	3.70	3.70	3.67	3.68
4. "I need English to read texts which will keep me current in my profession."	3.80	3.53	3.67	3.47
6. "I need English to be able to write reports/articles concerning my profession/job."	3.00	2.81	3.33	3.56
8. "My job requires me to speak English often."	3.41	2.72	3.42	2.95

Statements	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
9. "I am planning to live in an English-speaking country and I want to survive."	2.00	1.63	3.33	2.93
10. "English makes me a more qualified job candidate in my chosen field."	3.14	3.58	3.83	3.74
11. "I want to be able to understand and read the news in English to keep current."	2.89	3.11	3.67	3.65
12. "I need English in order to be able to study in an English-speaking country."	3.08	2.94	3.82	3.30
13. "People who master the English language have more job opportunities."	3.31	3.65	3.50	3.95
17. "I have to participate in meetings with professionals who only speak English."	2.77	2.53	3.83	3.33
2. "English will enable me to gain friends among English-speaking people."	2.00	2.56	3.17	3.45

Statements	Instrumental		Instrumental-integrative	
	Males	Females	Males	Females
5. "English will allow me to meet and converse with more and varied English-speaking people."	2.38	2.80	3.73	3.80
7. "English will enable me to begin to think and behave as English-speaking people do."	1.72	1.62	3.11	2.63
14. "I want to communicate with relatives/friends who live in English-speaking countries."	1.92	2.07	3.17	3.68
15. "I want to be able to speak with English-speaking colleagues and professionals from English-speaking countries in order to socialize with them."	2.48	2.84	3.08	3.80
16. "I am planning to live in an English-speaking country and I want to socialize with English speakers."	1.65	1.50	3.55	3.13

APPENDIX J

Means and Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation See Argentine People and Native Speakers of English

Attributes	Argentine People		Native Speakers of English	
	Mean	SD	Mean	SD
1. Interesting	3.00	.55	2.76	.60
2. Close-minded	2.12	.79	2.56	.83
3. Friendly	3.20	.58	2.52	.61
4. Insincere	2.24	.82	2.54	.87
5. Stable	2.08	.83	3.00	.80
6. Intelligent	3.16	.60	2.90	.65
7. Lazy	2.78	.83	2.06	.69
8. Calm	2.20	.68	2.28	.83
9. Dishonest	2.38	.75	2.09	.65
10. Ugly	1.71	.80	2.38	.84
11. Broad-minded	2.67	.64	2.67	.76
12. Unstable	2.73	.64	2.05	.79
13. Stupid	1.90	.92	1.93	.65
14. Sincere	2.56	.74	2.59	.78
15. Successful	2.65	.61	3.09	.57
16. Nervous	3.15	.58	2.64	.77
17. Hardworking	2.58	.87	3.18	.62
18. Honest	2.47	.79	2.70	.71
19. Unfriendly	1.81	.81	2.38	.78
20. Handsome	3.17	.57	2.31	.83
21. Boring	1.90	.71	2.15	.66
22. Unsuccessful	2.21	.77	1.81	.47

APPENDIX K

Means and Standard Deviations of Attributes in Relation to How the 32 Respondents Characterized as Having Instrumental- integrative Motivation See Argentine People and Native Speakers of English

Attributes	Argentine People		Native Speakers of English	
	Mean	SD	Mean	SD
1. Interesting	3.08	.62	2.96	.45
2. Close-minded	2.17	.79	2.26	.67
3. Friendly	3.23	.67	2.58	.76
4. Insincere	2.18	.71	2.00	.58
5. Stable	2.19	.83	3.04	.51
6. Intelligent	3.33	.61	3.12	.64
7. Lazy	2.57	.73	1.96	.61
8. Calm	2.34	.60	2.60	.49
9. Dishonest	2.15	.80	2.06	.64
10. Ugly	1.76	.73	2.09	.51
11. Broad-minded	2.82	.71	2.78	.68
12. Unstable	2.70	.80	1.85	.48
13. Stupid	1.79	.71	1.92	.70
14. Sincere	2.80	.63	2.89	.31
15. Successful	2.72	.72	3.46	.50
16. Nervous	2.96	.60	2.50	.81
17. Hardworking	2.39	.77	3.45	.56
18. Honest	2.68	.73	2.95	.60
19. Unfriendly	2.09	.84	2.35	.70
20. Handsome	3.21	.72	2.74	.53
21. Boring	1.87	.56	2.10	.43
22. Unsuccessful	2.26	.79	1.65	.48

APPENDIX L

Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental Motivation See Argentine People

Attributes for Argentine People	Male Respondents		Female Respondents	
	Mean	SD	Mean	SD
1. Interesting	2.96	.65	3.07	.26
2. Close-minded	2.28	.87	1.88	.58
3. Friendly	3.26	.64	3.11	.45
4. Insincere	2.39	.77	2.00	.85
5. Stable	2.08	.80	2.07	.88
6. Intelligent	3.23	.58	3.06	.62
7. Lazy	2.86	.87	2.67	.75
8. Calm	2.22	.66	2.18	.71
9. Dishonest	2.48	.81	2.24	.64
10. Ugly	1.73	.86	1.69	.68
11. Broad-minded	2.48	.65	2.89	.64
12. Unstable	2.87	.80	2.53	.78
13. Stupid	2.00	1.02	1.76	.73
14. Sincere	2.46	.76	2.73	.68
15. Successful	2.65	.63	2.65	.59
16. Nervous	3.17	.56	3.13	.60
17. Hardworking	2.60	.85	2.56	.90
18. Honest	2.52	.73	2.41	.84
19. Unfriendly	1.82	.93	1.80	.54
20. Handsome	3.21	.41	3.11	.74
21. Boring	1.78	.59	2.06	.83
22. Unsuccessful	2.14	.69	2.31	.85

APPENDIX M

Means and Standard Deviations of Attributes in Relation to How Female and Male Respondents Characterized as Having Instrumental Motivation See Native Speakers of English

Attributes for Native Speakers of English	Male Respondents		Female Respondents	
	Mean	SD	Mean	SD
1. Interesting	2.80	.60	2.69	.61
2. Close-minded	2.56	.86	2.55	.78
3. Friendly	2.50	.67	2.54	.50
4. Insincere	2.81	.73	2.00	.87
5. Stable	3.00	.71	3.00	.94
6. Intelligent	2.94	.64	2.85	.66
7. Lazy	1.95	.58	2.25	.83
8. Calm	2.40	.88	2.10	.70
9. Dishonest	2.20	.54	1.88	.78
10. Ugly	2.35	.90	2.44	.68
11. Broad-minded	2.58	.67	2.09	.79
12. Unstable	2.14	.64	1.86	.99
13. Stupid	2.13	.70	1.67	.47
14. Sincere	2.57	.82	2.63	.70
15. Successful	3.00	.63	3.23	.42
16. Nervous	2.46	.75	2.89	.74
17. Hardworking	3.05	.37	3.38	.84
18. Honest	2.50	.76	3.00	.50
19. Unfriendly	2.32	.86	2.46	.63
20. Handsome	2.17	.69	2.55	.99
21. Boring	2.31	.68	1.90	.54
22. Unsuccessful	1.88	.48	1.73	.45

APPENDIX N

Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental-integrative Motivation See Argentine People

Attributes for Argentine People	Male Respondents		Female Respondents	
	Mean	SD	Mean	SD
1. Interesting	3.00	.47	3.12	.68
2. Close-minded	2.17	.90	2.18	.71
3. Friendly	3.50	.50	3.10	.70
4. Insincere	2.20	.75	2.17	.69
5. Stable	2.30	.90	2.13	.78
6. Intelligent	3.00	.63	3.53	.50
7. Lazy	2.45	.99	2.65	.48
8. Calm	2.30	.64	2.37	.58
9. Dishonest	2.30	.90	2.06	.73
10. Ugly	1.80	.60	1.74	.78
11. Broad-minded	2.56	.68	2.95	.69
12. Unstable	2.90	.94	2.54	.63
13. Stupid	2.00	.77	1.68	.65
14. Sincere	2.63	.86	2.88	.47
15. Successful	2.22	.79	3.00	.50
16. Nervous	2.78	.42	3.06	.66
17. Hardworking	2.09	.67	2.59	.77
18. Honest	2.67	.94	2.69	.58
19. Unfriendly	2.08	.86	2.10	.83
20. Handsome	3.00	.63	3.33	.75
21. Boring	1.82	.39	1.89	.64
22. Unsuccessful	2.56	.83	2.07	.70

APPENDIX O

Means and Standard Deviations of Attributes in Relation to How Male and Female Respondents Characterized as Having Instrumental-integrative Motivation See Native Speakers of English

Attributes for Native Speakers of English	Male Respondents		Female Respondents	
	Mean	SD	Mean	SD
1. Interesting	3.00		2.93	.57
2. Close-minded	2.30	.78	2.23	.58
3. Friendly	2.27	.75	2.85	.66
4. Insincere	1.83	.69	2.08	.49
5. Stable	3.00	.77	3.06	.24
6. Intelligent	2.78	.63	3.29	.57
7. Lazy	1.89	.31	2.00	.73
8. Calm	2.60	.49	2.60	.49
9. Dishonest	2.20	.98	2.00	.41
10. Ugly	2.29	.45	2.00	.52
11. Broad-minded	3.22	.42	2.56	.68
12. Unstable	1.83	.37	1.86	.52
13. Stupid	2.30	.64	1.64	.61
14. Sincere	2.83	.37	2.92	.28
15. Successful	3.33	.47	3.50	.50
16. Nervous	2.63	.99	2.42	.64
17. Hardworking	3.09	.51	3.67	.47
18. Honest	2.83	.37	3.00	.68
19. Unfriendly	2.00	.50	2.53	.72
20. Handsome	2.75	.43	2.73	.57
21. Boring	2.11	.31	2.08	.49
22. Unsuccessful	1.67	.47	1.65	.48

APPENDIX P

Means and Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation, Divided into Three Age Groups, See Argentine

Attributes for Argentine People	<u>People</u>					
	RESPONDENTS					
	Under 25		Between 25 and 40		Over 41	
	Mean	SD	Mean	SD	Mean	SD
1. Interesting	2.96	.62	3.80	.28	3.00	.71
2. Close-minded	2.52	.71	1.57	.49	1.50	.50
3. Friendly	3.31	.54	3.07	.68	3.00	
4. Insincere	2.35	.85	2.23	.70	1.33	.47
5. Stable	2.17	.85	2.10	.70	1.75	.83
6. Intelligent	3.09	.72	3.25	.43	3.25	.43
7. Lazy	2.92	.87	2.80	.54	1.75	.83
8. Calm	2.29	.70	2.21	.56	2.00	.71
9. Dishonest	2.61	.82	2.20	.54	1.75	.43
10. Ugly	1.80	.89	1.58	.49	1.75	.83
11. Broad-minded	2.50	.78	2.80	.40	3.00	
12. Unstable	2.82	.78	2.69	.61	2.25	1.30
13. Stupid	2.29	.98	1.50	.63	1.25	.43
14. Sincere	2.48	.79	2.57	.62	3.33	.47
15. Successful	2.70	.69	2.58	.49	2.50	.50
16. Nervous	3.27	.62	3.00	.41	2.75	.43
17. Hardworking	2.62	.88	2.23	.70	3.33	.47
18. Honest	2.20	.81	2.79	.41	2.33	.94
19. Unfriendly	1.96	.98	1.73	.44	1.25	.43
20. Handsome	3.13	.68	3.14	.35	3.25	.43
21. Boring	1.91	.73	1.75	.43	2.25	1.09
22. Unsuccessful	2.20	.81	2.46	.50	1.75	.83

APPENDIX Q

Means and Standard Deviations of Attributes in Relation to How the 50 Respondents Characterized as Having Instrumental Motivation, Divided into Three Age Groups, See Native

Speakers of English

Attributes for Native Speakers of English	RESPONDENTS					
	Under 25		Between 25 and 40		Over 41	
	Mean	SD	Mean	SD	Mean	SD
1. Interesting	2.80	.51	3.00	.47	2.00	.82
2. Close-minded	2.74	.85	2.20	.40	2.00	.82
3. Friendly	2.48	.59	2.67	.67	2.33	.47
4. Insincere	2.80	.75	2.33	.94	1.67	.47
5. Stable	3.25	.43	2.50	.96	2.00	1.00
6. Intelligent	2.89	.66	3.13	.33	2.33	.94
7. Lazy	2.10	.70	1.78	.42	2.67	.94
8. Calm	2.50	.79	2.00	.58	2.00	1.00
9. Dishonest	2.14	.64	2.17	.69	2.00	
10. Ugly	2.47	.88	2.00	.71	3.00	
11. Broad-minded	2.30	.73	2.83	.37	2.00	.82
12. Unstable	1.87	.72	2.60	.80	2.00	
13. Stupid	2.06	.73	1.75	.43	2.00	
14. Sincere	2.60	.80	2.67	.47	2.33	.94
15. Successful	3.05	.65	3.11	.31	3.00	
16. Nervous	2.44	.70	3.25	.43	2.00	
17. Hardworking	3.00	.62	3.40	.49	3.50	.50
18. Honest	2.75	.72	2.40	.80	3.00	
19. Unfriendly	2.32	.80	2.40	.80	2.50	.50
20. Handsome	2.37	.87	2.29	.70	1.50	.50
21. Boring	2.22	.71	2.17	.37	2.00	
22. Unsuccessful	1.89	.46	1.57	.49	2.00	

APPENDIX R

Means and Standard Deviations of Attributes in Relation to
How the 32 Respondents Characterized as Having Instrumental-
integrative Motivation, Divided into Three Age Groups, See

Attributes for Argentine People	<u>Argentine People</u>					
	Under 25		RESPONDENTS			
			Between 25 and 40		Over 41	
	Mean	SD	Mean	SD	Mean	SD
1. Interesting	3.10	.83	3.08	.47	3.00	
2. Close-minded	2.08	.76	2.20	.83	2.00	
3. Friendly	3.00	.82	3.40	.49	3.50	.50
4. Insincere	2.10	.54	2.07	.68	3.00	1.00
5. Stable	2.09	.51	2.38	1.00	1.50	.50
6. Intelligent	3.27	.62	3.36	.61	3.50	.50
7. Lazy	2.50	.50	2.47	.81	3.00	
8. Calm	2.18	.39	2.40	.71	2.50	.50
9. Dishonest	2.10	.70	2.07	.88	2.50	.50
10. Ugly	1.67	.85	1.87	.62	1.50	.50
11. Broad-minded	2.91	.67	2.60	.61	4.00	
12. Unstable	2.88	.60	2.62	.92	2.50	.50
13. Stupid	1.75	.60	1.71	.80	2.00	
14. Sincere	2.80	.40	2.79	.77	3.00	
15. Successful	2.78	.42	2.54	.84	3.50	.50
16. Nervous	3.00		2.77	.70	4.00	
17. Hardworking	2.40	.66	2.40	.88	2.50	.50
18. Honest	2.78	.79	2.64	.72	2.50	.50
19. Unfriendly	2.36	.89	1.93	.77	1.50	.50
20. Handsome	3.27	.86	3.13	.62	3.50	.50
21. Boring	1.92	.47	1.79	.67	2.00	
22. Unsuccessful	2.13	.60	2.38	.84	2.00	1.00

APPENDIX S

Means and Standard Deviations of Attributes in Relation to
How the 32 Respondents Characterized as Having Instrumental-
integrative Motivation, Divided into Three Age Groups See

Native Speakers of English

Attributes for Native Speakers of English	RESPONDENTS					
	Under 25		Between 25 and 40		Over 41	
	Mean	SD	Mean	SD	Mean	SD
1. Interesting	2.88	.60	3.00	.37		
2. Close-minded	2.33	.82	2.23	.58		
3. Friendly	2.60	.80	2.62	.74		
4. Insincere	2.29	.45	1.80	.60	2.00	
5. Stable	3.08	.27	3.00	.68	3.00	
6. Intelligent	3.09	.51	3.08	.73	4.00	
7. Lazy	2.00		1.93	.80		
8. Calm	2.57	.49	2.64	.48	2.00	
9. Dishonest	2.00		2.10	.83		
10. Ugly	2.13	.60	2.00	.41	2.50	.50
11. Broad-minded	2.89	.31	2.87	.72	1.50	.50
12. Unstable	2.00		1.80	.60	1.00	
13. Stupid	2.00	.94	1.86	.52		
14. Sincere	2.86	.35	2.89	.31	3.00	
15. Successful	3.50	.50	3.33	.47	4.00	
16. Nervous	2.50	.76	2.33	.75	4.00	
17. Hardworking	3.54	.50	3.33	.60	4.00	
18. Honest	2.88	.78	3.10	.30		
19. Unfriendly	2.50	.50	2.29	.80	2.00	
20. Handsome	3.00	.50	2.62	.49	2.00	
21. Boring	1.86	.35	2.23	.42		
22. Unsuccessful	1.67	.47	1.67	.47	1.50	.50